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ABSTRACT

Three volumes report the findings of a student survey among a random sample of 2,777 junior high and senior high school students. Volume one presents the overall findings: the typical student believes that drug use and experimentation are not common, except for marihuana, alcohol, cigarettes, and glue; believes that drug use is increasing; is not fully convinced of the dangers; may well try drugs some day; and both needs and wants instruction. Volume two, an analysis of the data about students' self reports regarding involvement with marihuana, indicates that "users" view the teenage drug scene very differently from "non-users". This is elaborated upon. In the third volume, data was used for developing a procedure for comparing climate for drugs among different groups of teenagers living in different neighborhoods and attending different schools. A survey given to teachers indicated that they feel that the school, the home, public health agencies and other social institutions should share the responsibility for drug education, and are committed to a school program of instruction as a major response to the problem. (TL)

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A Survey of Secondary School Students' Perceptions of and Attitudes Toward Use of Drugs by Teenagers

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Montgomery County Public Schools

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ROCKVILLE, MARYLAND
DECEMBER 22, 1969

Part I.

A General Over-view of Survey Findings

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TABLE OF CONTENTS

Page

SECTION I - INTRODUCTION 1

BACKGROUND OF THE STUDY 1

DEVELOPMENT OF THE SURVEY PLANS 2

PRELIMINARY TESTING 3

THE COUNTY-WIDE SURVEY 4

CREDIBILITY OF THE DATA 5

DESCRIPTION OF THE RESPONDENTS 6

SECTION II - STUDENTS' RESPONSES TO QUESTIONNAIRE ITEMS ABOUT MARIJUANA 8

REPORTED USE OF MARIJUANA FOR STUDENTS CLASSIFIED BY SCHOOL LEVEL AND SEX 8

REPORTED USE OF MARIJUANA, GRADE BY GRADE 10

ESTIMATES OF USE OF MARIJUANA 12

ESTIMATES OF EXPERIMENTATION 14

PERCEPTIONS OF SEX DIFFERENCES IN USE OF MARIJUANA 16

PERCEPTIONS ABOUT DIRECTION OF CHANGES OCCURRING IN EXPERIMENTATION WITH AND USE OF MARIJUANA 18

OPINION REGARDING THE USUAL AGE AT WHICH EXPERIMENTATION WITH MARIJUANA BEGINS 20

LIKELY LENGTH OF TIME STUDENTS WILL CONTINUE TO USE MARIJUANA . . . 22

OPINIONS ON WHETHER USE OF MARIJUANA LEADS TO USE OF HEROIN 24

PERCEPTIONS OF THE KINDS OF STUDENTS WHO USE MARIJUANA 26

OPINIONS ABOUT LEGAL PENALTIES FOR POSSESSION OF MARIJUANA 28

PERCEPTION OF ASSISTANCE NEEDED BY MARIJUANA USERS 30

PERCEPTION OF RELATIONSHIP BETWEEN LOCATION OF SCHOOL AND USE OF MARIJUANA 32

KNOWLEDGE OF THE TERMS ASSOCIATED WITH THE USE OF MARIJUANA 34

TABLE OF CONTENTS (continued)

Page

SECTION III - STUDENTS' RESPONSES TO QUESTIONS ON OWN USE AND PEERS' USE OF AND EXPERIMENTATION WITH DIFFERENT TYPES OF DRUGS AND OF CIGARETTES AND ALCOHOLIC DRINKS 36

OWN USE OF ALL PRODUCTS SURVEYED 38

LIKELIHOOD OF FUTURE USE OF DRUGS, ALCOHOL AND CIGARETTES 40

ESTIMATES OF USE OF AND EXPERIMENTATION WITH DRUGS 42

ESTIMATES OF USE OF AND EXPERIMENTATION WITH CIGARETTES AND ALCOHOL 48

RESPONDENTS' PERCEPTIONS OF TRENDS IN USE OF AND EXPERIMENTATION WITH DRUGS 52

PERCEPTION OF USE OF DRUGS BY EACH SEX 54

PERCEPTIONS OF THE ACADEMIC STATUS OF STUDENTS WHO USE DRUGS . . . 57

PERCEPTIONS OF LOCATION OF GREATEST USE OF DRUGS 61

SECTION IV - RESPONDENTS' PERCEPTIONS ABOUT THE "DRUG SCENE" IN GENERAL 65

PERCEPTIONS OF DANGERS INVOLVED IN THE USE OF AND EXPERIMENTATION WITH DRUGS 66

PERCEPTIONS OF HABIT-FORMING EFFECTS OF DRUGS 68

PERCEPTIONS OF HELP NEEDED BY DRUG USERS 70

PERSPECTIVES ON LAW AND LEGAL PENALTIES REGARDING DRUGS 74

STUDENTS' PERCEIVED NEED FOR CLASSES ON EFFECTS OF DRUGS, ALCOHOL AND CIGARETTES 78

REPORT ON DRUG, TOBACCO, ALCOHOL, AND SEX EDUCATION DURING FIRST SIX WEEKS OF NEW SCHOOL YEAR 80

PERCEPTIONS OF PSYCHOLOGICAL AND SOCIAL EFFECTS OF DRUG USE 84

STUDENTS' PERCEPTIONS OF PSYCHOLOGICAL AND SOCIAL FACTORS LEADING TO DRUG USE 86

STUDENTS' PERCEPTIONS OF THE INFLUENCE OF MASS MEDIA AND OF FRIENDS UPON DRUG USE 90

RESPONDENTS' FEELINGS ABOUT DIFFERENT TYPES OF PEERS 93

SECTION V - RESPONDENTS' KNOWLEDGE OF TERMS AND PRODUCTS ASSOCIATED WITH DRUGS 96

SECTION VI - SUMMARY AND CONCLUSIONS 102

LISTING OF TABLES

TABLE		PAGE
1	Respondents' Evaluations of Their Academic Standing	7
2	Respondents' Intention about Going to College	7
3	Self-Report on Use of Marijuana	9
4	Self-Report on the Use of Marijuana among Respondents Classified by Grade Level and Sex.	11
5	Estimates of Students regarding Use of Marijuana by Their Friends, Acquaintances, and Schoolmates.	13
6	Estimates of Students regarding Experimentation with Marijuana by Their Friends, Acquaintances, and Schoolmates	15
7	Perceptions of Use of Marijuana by Males and by Females	17
8	Students' Perceptions about Changes Taking Place in Amount of Experimentation with and Use of Marijuana	19
9	Estimates of Age at Which Experimentation with and Use of Marijuana Begins.	21
10	Perceptions of Future Use of Marijuana by Current Users	23
11	Perceptions of Prospective Heroin Users among Current Marijuana Users	25
12	Perceptions of Academic Status of Marijuana Users	27
13	Feelings among Students About Legal Penalty for the Possession of Marijuana	29
14	Perceptions on Assistance Needed by Marijuana Users	31
15	Perceptions of Relationship Between Location of School and Use of Marijuana	33
16	Knowledge of the Terms Associated with Marijuana.	35
17	Students' Source of Information about Drugs, Alcoholic Drinks and Cigarettes.	37
18	Self-Report on Use of Drugs, Alcoholic Drinks and Cigarettes. . .	39
19	Students' Perceptions of the Likelihood of Their Using Drugs, Alcoholic Drinks and Cigarettes	41

TABLE PAGE

20 Junior High School Students' Estimates regarding Experimentation with and Use of Drugs by Friends, Acquaintances, and Schoolmates. 43

21 Senior High School Students' Estimates regarding Experimentation with and Use of Drugs by Friends, Acquaintances, and Schoolmates. 45

22 Junior and Senior High Students' Estimates regarding Experimentation with and Use of Cigarettes and Alcoholic Drinks by Friends, Acquaintances, and Schoolmates. 49

23 Feelings about Trends in the Experimentation with Drugs among Teenagers 53

24 Perceptions of Differences Between Males' and Females' Use of Drugs, Alcoholic Drinks and Cigarettes. 55

25 Perceptions of Academic Status of Users of Drugs, Alcoholic Drinks and Cigarettes. 58

26 Students' Perceptions of the Relationship Between Location of Schools and Use of Specified Drugs. 62

27 Perceptions of the Danger Associated with Experimentation with and Regular Use of Drugs, Alcoholic Drinks and Cigarettes 67

28 Students' Perceptions of Habit-Forming Effects of Drugs, Alcoholic Drinks and Cigarettes 69

29 Students' Perceptions of Types of Help Needed by Teenagers Using Specified Drugs 71

30 Students' Feelings about Legal Penalty for the Possession of Drugs, Alcoholic Drinks and Cigarettes 75

31 Students' Feelings about the Need to Change the Law regarding the Use of Drugs, Alcoholic Drinks and Cigarettes 77

32 Students' Feelings about the Need for Classes on the Use and Effects of Drugs, Alcoholic Drinks and Cigarettes 79

33 Types of Instruction Received on Drugs, Tobacco and Alcohol and Sex During the First Six Weeks of the School Year 81

34 Students' Perceptions of the Psychological and Social Effects of Drug Use. 85

35 Students' Perceptions of Psychological and Social Factors Leading to Drug Use 87

36 Students' Perceptions of Influence of Television, Magazines, Papers, and Friends upon Drug use 91

TABLE		PAGE
37	Students' Feelings about Designated Peer Types.	94
38	Knowledge of the Synonym for Heroin.	97
39	Knowledge of the Meaning of "Pusher"	98
40	Students' Responses to a Question about the Usefulness of Sunglasses to Users of Drugs, Alcoholic Drinks and Cigarettes	99
41	Students' Perceptions of Beneficial Effects of Visene on Users of Drugs, Alcoholic Drinks and Cigarettes.	100
42	Students' Responses to an Item Asking about the Ill Effects of a Non-Existent Drug.	101

SECTION I

INTRODUCTION

Among the many changes in community structure and in our value systems, the one causing perhaps the greatest concern is the apparent increase in the use of drugs by the youth in American society. The actual scope of the problem of drug abuse is not known, but everyone reacts to the problem in terms of his own perception of the size of the problem, some urging vigorous policing actions, others defending the right of the individual to use drugs as he pleases. Feelings have polarized, and competing proposals on how to deal with the drug scene are sometimes diametrical opposites.

The role of the schools in responding to the assumed drug crisis must be assessed. This assessment can be profitable only if it is undertaken in the context of knowledge as to how teenagers perceive the drug scene and what their attitudes toward it are. This bulletin reports the findings of a survey designed to answer such questions as:

> How much involvement in the drug scene do individual teenagers say they themselves have?
>
> How great or how small a number of their colleagues of secondary school age do they think are experimenting with or using drugs?
>
> What do they think drugs do to those who use them?
>
> How do they feel about the teenager who uses drugs, and how long do they estimate that those who are now on drugs will continue to use them -- only a brief time, or for a lifetime?
>
> Does a typical teenager think that laws for drugs are too strict or not strict enough, that the schools should or should not give instruction about drugs and that drug experimenters and users need or do not need psychological counseling?

A survey was conducted in the Montgomery County Public Schools on October 13, 1969. On that date, a sample of 2,777 students representing the 56,000 students in Grades 7 through 12 in 45 secondary schools* in the county filled out a questionnaire on their perceptions of the teenage "drug scene."

BACKGROUND OF THE STUDY

The study was designed to serve the needs for information not only of the public schools but also of a special committee of citizens appointed by the Montgomery County Council and the Montgomery County Board of Education, designated the Joint Advisory Committee on Drug Abuse, to examine the scope of the drug problem among teenagers and to make recommendations for community response to the problem. The committee was established to seek information from diverse sources on the scope of experimentation with and use of drugs in the community. The members came to feel that teenagers themselves were the best source of information on their own drug use. The committee, therefore, requested the Department of Research of the public schools to conduct a survey asking all students in the secondary schools whether they were using drugs and which drugs they used. This request was merged with the schools; interest in seeking information on students perceptions about and attitudes towards drugs, and the decision was made to go to the student body with a questionnaire that would ask the respondent to report both his own use or non-use of drugs and to respond to questions on his perceptions of the drug scene and on his attitudes towards drugs and drug users.

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*One secondary school exclusively for special education was not surveyed.

DEVELOPMENT OF THE SURVEY PLANS

The actual survey questionnaire was developed from an initial research blueprint laying out questions on the types of questions just listed. The blueprint was discussed with the Joint Committee as a whole. Additionally, a committee composed of a research specialist from the public schools, a research specialist from the Bureau of Narcotics and Dangerous Drugs, and a psychiatrist specializing in teenage problems expanded the range of attitudinal questions in the questionnaire with the result that the final draft contained 305 items. The questionnaire covered these 15 areas of interest:

1. Self-report of experimentation and use of drugs
2. Estimates of number of other students experimenting with and using drugs
3. Perception of quantitative changes in experimentation with and use of drugs
4. Factual knowledge of slang terms and products used to conceal drug use
5. Source of information about drugs
6. Perception of danger involved in experimentation with and use of drugs
7. Likelihood of future use of drugs
8. Attitude toward school instruction on drugs
9. Estimates of psychological and social factors involved in drug use
10. Attitude toward type of help needed by drug users
11. Perception of achievement level and college aspirations
12. Attitudes toward various student types
13. Perception of influences on drug use
14. Perceptions of effects of drug use
15. Perception of causes of drug use

PRELIMINARY TESTING

Before commitment was made to conduct a county-wide survey, a pilot test was conducted to enable the Department of Research to evaluate the reactions of parents and students to the concept of such a survey, to try out the logistics of administering the questionnaire, and to gauge the "consistency" of student response.

The idea of securing "firm figures" on drug use and experimentation by direct questioning of students warranted serious examination. The validity and reliability of any figures obtained by the questionnaire were of critical concern, since students would in effect, be telling on themselves when they reported their use of drugs, knowing that such use is frowned upon by parents and is illegal. Students and parents might be offended by such questioning, feeling that the mere asking of the questions indicated suspicion of the students and that affirmative answers could lead to punishment while negative answers would not be believed. The pilot study was conducted to test pupil and parental reaction. Strict anonymity and confidentiality of the identities of the participants in the survey had to be maintained. Every participant had to be assured that there was no way his answers could be isolated from those of other participants and traced to him personally.

Two schools, one a junior high school and the other a senior high school, were selected for pilot-testing the questionnaire. In order to obtain a pool of respondents large enough for the test of consistency of response within the student population in a school, all students in the two schools were included in the pilot survey. Because of the nature of the questions involved, a letter was sent to the parents of each student, describing the general content of the questions, giving the reasons the survey was being made and offering parents the option of withdrawing their children from the survey if they desired. Receptivity on the part of the parents was high. Only one or two families requested withdrawal from the survey in each of the two pilot schools. The students, who had been asked to try out the questionnaire as a community service, were also cooperative. Only a neglible number of students made notations on their questionnaires that indicated a negative reaction to the survey.

The questionnaire was administered by Department of Research personnel in the two pilot test sites. All the students in each school completed the questionnaire during the same 40-minute period. The completed questionnaires were collected and immediately transported back to the Department of Research.

The special feature of the pilot study was a statistical test undertaken to find out whether the responses within a grade would be "consistent" or would differ, depending upon the random sample of students who were selected to participate in the survey. The questionnaire included self-report items; estimates of use of drugs by others; and reports of attitudes, values, and expectations. Some items had as many as 20 response options. Hence, there was a doubt as to whether a randomly-sampled group of students within a grade would provide data peculiar to itself or would be consistent with the thinking of the other students in the class as well. To test this issue two groups of respondents for each sex in each grade were drawn by random selection from the completed questionnaires. The responses of the two same-sex groups in the same grade were then compared item by item to see whether substantially the same proportion of students in both same-sex groups chose each of the available answer options.* The statistical test used to examine "consistency" was one that determined whether the observed differences were small enough to permit one to say that the responses of the two sub-groups were substantially the same.

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*The chi-square test of heterogeneity was used.

For a 305-item questionnaire, this statistical test would have been expected to identify 15 items* that were of doubtful "consistency," in the sense just described. Actually, only eight or fewer such items were identified for any one sex-group in any given grade; and only four such items were identified that applied in as many as two different grade-sex groups. It was thus concluded that the questionnaire, as a whole, if administered to a randomly-selected sample, would yield findings consistent with the information procurable from the entire student population.

Since few logistical problems arose during the administration and students had no difficulty completing the questionnaire in 40 minutes, no changes in the length of the instrument were considered necessary. Only a few minor changes were made in the format of the questionnaire when preparing it for the county-wide administration.

THE COUNTY-WIDE SURVEY

On the basis of the pilot study, the decision was made to conduct a county-wide survey. The decision was made to survey a 5 per cent sample of secondary students in the system and in addition to generate an "augmented sample" of 40 students per grade in each school. The augmented sample was created to support a study of inter-school range in responses from an anonymous sample of junior and senior high schools.

To constitute the sample representing the approximately 56,000 students reported as having been enrolled on September 4, 1969, a group of 2,777 students was identified by random sampling procedure. This "5 per cent sample" was stratified by school, grade, sex, and attendance sections. The augmented sample was comprised of the 5 per cent sample plus enough additional pupils to make 40 pupils per grade in each school. The procedure for selecting the augmented portion of the sample was to subtract the number of students in each grade in the 5 per cent sample from 40 and select the remaining number for the augmented sample, again by randomization. Alternates were selected for each of the selectees to insure replacements for students who were not in school the day the questionnaire was administered, who withdrew or transferred from school before the survey date, or who elected not to participate. Parents of all students selected for the sample, including alternates, were notified by letter of the impending survey and given the opportunity to withdraw their children.

Approximately 5,400 students filled out questionnaires on October 13, 1969, when the survey was conducted in 45 secondary schools in the county.

The procedure followed in administering the questionnaire in the schools was to assemble at the testing sites all pupils whose parents had been notified. This meant that approximately 80 students per grade (the pupil sample and their alternates) were assembled in each school. The assembled students were grouped by grade and sex, and each student was designated as a "one" or a "two." The two's remained and filled out the questionnaire. The one's were returned to their regular classes. This procedure, while complicated, enabled respondents to see for themselves that no one was selected for personal reasons.

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*At the .05 level of significance

CREDIBILITY OF THE DATA

The reported figures of the respondents' own drug use cannot properly be considered to be measures of reality. This caution must be noted, despite the fact that the figures from self-report on experimentation and use of drugs secured in the survey increase from grade to grade and differ between boys and girls in expected directions. Actuarial reality cannot be computed from a questionnaire in an area of private behavior like drug use. Reality will continue to be shrouded until a method is found of validating the information provided by respondents on a questionnaire,that is, of demonstrating that all respondents who check "yes" are in fact using drugs and that all respondents who check "no" are in fact not using drugs. The reasonableness of the trends does not prevent survey data from being over-estimates or under-estimates of reality; and there is no way, from the present data, of estimating the size of any such error in this survey. Also, this fact does not explain away certain observed inconsistencies in self-report on one's own use of drugs which occur. For example, in the junior high schools only seven students in the county report using heroin, but 18 students report dates when they began using it, and 33 report how long they plan to continue to use it. For senior high school students, there is a similar inconsistency regarding heroin: 26 students report using it, while 36 students report dates they started and 53 report how long they plan to continue using it. Inconsistencies like these, although not always in such striking proportionate differences, occur for self-reports on all drugs by junior high school students; and to a lesser extent for secondary school students. Such inconsistencies reinforce the need for looking at the data on the respondents own use of drugs as something other than a precise measure of reality.

There are limitations, also, in the students' estimates of teenage experimentation with and use of drugs and in the data on the students' perceptions of the drug scene in general. The fact is that "I don't know" is, in the aggregate, the most heavily used response option in the questionnaire, especially in answer to questions about drug use, the effects of drugs, the probability of transferring from a given drug to a "harder" drug, and techniques for concealing the physical evidence of having used a drug. Very frequently more respondents selected the "I don't know" option than any other answer for questions of these types. For some questions, between 30 per cent and 50 per cent of the students disclaimed knowledge by answering "I don't know," or they withheld their opinion by not answering at all.

In a positive sense, this finding about the "I don't know" responses is useful for educational planning. It is, indeed, an important finding because it documents the fact that responses on opinion and attitude items have been secured from large numbers of students who are, by their own account, not sophisticated enough about drugs to have judgments on these items. One may add to this the fact that most students' estimates of the proportion of drug users in their midst proved to be very different from the numbers of their peers who reported that they were experimenting with or using drugs. Membership in the teenage population doe not, it seems, make the typical adolescent or young adult an authority on drugs.

In answer to the question on the source of their information about drugs, relatively few students report "being shown drugs" or "seeing drugs used," "Discussion of drugs" is a more frequent source of information; but the most frequent response is "none of these," raising the question as to what first hand sources, if any, were the basis for responses. If the basis was not being shown drugs, seeing drugs used, overhearing remarks about drug users, ordinary conversation, or discussion of drugs, then the major sources left are mass media like newspapers, magazines, television, radio, and movies. Exposure to these has not given most adults good estimates of the actual size of the problem of drug use in the community. It is important to resist the temptation, when looking at the arrays of data in this report, to feel that the actual drug scene is described in the tables. All survey data have a way of assuming the appearance of solid fact when they are set out in the rows and columns of statistical tables. However, the data are no more authorative than their source; and, as stated, relatively few of the students who participated in this survey can qualify as experts about the amount of drug use among teenagers in Montgomery County, Maryland.

These comments are not intended to depreciate the value of the survey. On the contrary, all of the data are useful in making an educational estimate of the situation.

DESCRIPTION OF THE RESPONDENTS

The group of respondents was composed of 1,429 junior high school students and 1,348 senior high school students. Only three items of identifying information were secured about each respondent, namely, grade, sex, and age. However, two items on the questionnaire are useful, for securing a general self-estimate by the respondents of themselves as students; namely, the question on how well they were doing in school and a question on their educational plans. Tables 1 and 2 indicate that most junior high and most senior high respondents considered their grades on the last report as "above average" or "average" and reveal that most of them "intend to go to college." Only about 8 per cent of the boys in both junior and senior high felt that their grades were below average, and the percentage of respondents who think they are "below average" students drops to about 4 or 5 per cent for girls. Overall, the general good feeling about their academic status is reflected in the feeling among the entire teenage population in the schools that about 82 per cent of them will go on to college. This figure may prove optimistic, since, in recent years, about 60 per cent of the public high school graduates in Montgomery County go to college the semester after graduating from Grade 12. In any event, the respondents, as a group, reflected considerable confidence in themselves academically and seem, in overwhelming numbers to be committed to formal education beyond high school graduation.

Table 1

Respondents' Evaluations of Their Academic Standing

HOW WERE YOUR GRADES ON YOUR LAST REPORT:	Junior High		Jr. High Total %	Senior High		Sr. High Total %	Total %
	Male N=725 %	Female N=704 %		Male N=672 %	Female N=672 %		
Above Average	42.34	46.45	44.37	45.62	50.00	47.81	46.04
Average	40.41	44.03	42.20	40.27	42.88	41.57	41.89
Below Average	8.55	4.12	6.37	8.17	4.75	6.46	6.41
No Response	8.69	5.40	7.07	5.94	2.37	4.16	5.66

Table 2

Respondents' Intention about Going to College

DO YOU INTEND TO GO TO COLLEGE:	Junior High		Jr. High Total %	Senior High		Sr. High Total %	Total %
	Male N=725 %	Female N=703 %		Male N=672 %	Female N=671 %		
Yes	84.41	81.96	83.21	83.66	77.89	80.77	82.02
No	4.55	8.10	6.30	7.73	13.06	10.39	8.29
Don't Know	6.90	7.81	7.35	7.13	7.86	7.50	7.42
No Response	4.14	2.13	3.15	1.49	1.19	1.34	2.27

SECTION II

STUDENTS' RESPONSES TO QUESTIONNAIRE ITEMS ABOUT MARIJUANA

The questionnaire contained items on marijuana, amphetamines, LSD, barbiturates, glue, alcoholic drinks, cigarettes, and heroin. Students were asked the same questions about all eight of those products.

The students' responses regarding marijuana are reviewed in this section to provide a reference base for subsequent review of the report of responses regarding the other products. This procedure will serve both to give the reader an introduction to the pattern of questions asked in this questionnaire and to provide an immediate report on the product which seems to dominate the teenage drug scene. Marijuana must yield place to alcoholic drinks and cigarettes, but dominates the other drugs about which questions were asked in the survey.

REPORTED USE OF MARIJUANA FOR STUDENTS CLASSIFIED BY SCHOOL LEVEL AND SEX

The students' replies to the direct question about their own use of marijuana is reported in Table 3 for the boys and girls in junior and senior high schools and for all respondents in Grades 7 through 12 combined.

Ninety-three per cent (93 per cent) of the junior high school students reported that they have never tried marijuana; and 80 per cent (79.67 per cent) of the seniors reported similarly. For all respondents in Grades 7 through 12 combined, 86.68 per cent disclaim experimentation with or use of marijuana. Between two and three per cent of the junior high school students and between 6 and 8 per cent of the senior high school students claim to have "tried and quit," and about 2 per cent of the students did not respond to the question.

Among the junior high schools, 2 per cent (1.54 per cent plus 0.63 per cent) claim to be using marijuana once a month or once a week, and no students claim to be using it daily. About one out of 25 senior high respondents (4.30 per cent) report using marijuana once a week, and 3.82 per cent claim to be using it almost every day.

Table 3 reflects a recurring pattern of difference between the junior high and senior high students. The junior high students consistently report low experimentation and usage figures for all eight products surveyed, in many cases reporting negligible or zero percentages. The senior highs report higher figures, relatively speaking.

Table 3

Self-Report on Use of Marijuana

YOUR OWN USE OF MARIJUANA	Junior High Male N=725 %	Junior High Female N=703 %	Jr. High Total %	Senior High Male N=673 %	Senior High Female N=675 %	Sr. High Total %	Total %
Never Tried it	93.24	93.32	93.28	76.52	82.81	79.67	86.68
I've Tried but Quit	3.31	2.13	2.73	8.32	6.22	7.27	4.93
Use it Almost Once a Month	1.10	1.99	1.54	5.35	3.26	4.30	2.88
Use it Almost Once a Week	0.69	0.57	0.63	4.31	4.30	4.30	2.41
Use it Almost Every Day	0.00	0.00	0.00	3.57	2.07	2.82	1.37
No Response	1.66	1.99	1.82	1.93	1.33	1.63	1.73

REPORTED USE OF MARIJUANA, GRADE BY GRADE

Table 4, which reports grade by grade, dramatically reflects the junior high vs. senior high differences in self-report on experimentation with and use of marijuana. According to the data reported, Grade 7 provides an almost zero-level baseline of experimentation and use; but thereafter reported experimentation and use of marijuana increases. Daily use is not reported for Grades 7, 8 and 9,but about 3 per cent of the students report "once a month"or "once a week" use in Grades 8 and 9, and the "tried but quit" category reaches 5 per cent by Grade 9. A big difference in response takes place in Grade 10, when almost 8.5 per cent of the students claim to be using marijuana ("once a month," 2.30 per cent; "once a week," 3.34 per cent; "almost every day," 2.71 per cent). These percentages peak in Grade 11 when the total of these three categories of response becomes 13.64 per cent (5.15 per cent plus 3.80 per cent plus 4.70 per cent). The figure of 4.70 per cent for "almost every day" is especially noteworthy, but its meaning becomes unclear when, in Grade 12, the comparable figure drops to less than 1 per cent (0.95 per cent). This, would, if verifiable, mean that daily use of marijuana becomes almost "passe" in Grade 12; but it may also mean that the Grade 11 and possibly the Grade 10, figures were inflated -- and there is no way, from the survey data, of choosing between these two alternative explanations.

To the extent that the data in Tables 3 and 4 are supportable, they locate the "drug scene" in Grades 10, 11 and 12 and point to Grade 11 as the capstone grade. As a corollary, they reveal Grade 7 as definitely, and Grade 8 as most likely, "pre-drug scene" in atmosphere.

However, a lingering doubt arises when one tries to fix the point at which the reported Grade 11 increase in experimentation with marijuana began. The survey took place on October 13, only six weeks into the new school year. So the question arises as to whether the reported increase from 2.10 per cent to 5.05 per cent experimentation between Grade 8 and Grade 9 took place gradually through Grade 8, occurred precipitously with entry into Grade 9 or did not really occur in the magnitude reported.

TABLE 4

SELF-REPORT ON THE USE OF MARIJUANA AMONG RESPONDENTS CLASSIFIED BY GRADE LEVEL AND SEX

(RESPONDENTS CLASSIFIED BY GRADE AND SEX)

OWN USE OF MARIJUANA	GRADE: 7			GRADE: 8			GRADE: 9			GRADE: 10			GRADE: 11			GRADE: 12		
	MALE N=244	FEMALE N=233	TOTAL N=477	MALE N=245	FEMALE N=232	TOTAL N=477	MALE N=236	FEMALE N=239	TOTAL N=475	MALE N=239	FEMALE N=240	TOTAL N=479	MALE N=222	FEMALE N=225	TOTAL N=447	MALE N=212	FEMALE N=210	TOTAL N=422
I'VE NEVER TRIED IT	96.72	97.42	97.06	92.24	93.53	92.87	90.68	89.12	89.89	84.94	85.42	85.18	71.17	83.11	77.18	72.64	79.52	76.07
I'VE TRIED BUT QUIT	1.23	0.86	1.05	2.86	1.29	2.10	5.93	4.18	5.05	5.02	5.42	5.22	8.11	4.89	6.49	12.26	8.57	10.43
I USE IT ALMOST ONCE A MONTH	0.00	0.86	0.42	2.45	1.72	2.10	0.85	3.35	2.11	2.09	2.50	2.30	8.11	2.22	5.15	6.13	5.24	5.69
I USE IT ALMOST ONCE A WEEK	0.00	0.00	0.00	1.22	0.43	0.84	0.85	1.26	1.05	3.35	3.33	3.34	3.15	4.44	3.80	6.60	5.24	5.92
I USE IT ALMOST ONCE A DAY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.93	2.50	2.71	6.76	2.67	4.70	0.94	0.95	0.95
NO RESPONSE	2.05	0.86	1.47	1.22	3.02	2.10	1.69	2.09	1.89	1.67	0.83	1.25	2.70	2.67	2.68	1.42	0.48	0.95

ESTIMATES OF USE OF MARIJUANA

Table 5 presents the data on students' responses to a question on the regular use of marijuana among their 20 best friends, 100 acquaintances whom they know by name, and the 1,000 students in the school. The junior high students estimate that between 65 and 70 per cent (69.70 per cent, 66.34 per cent, and 65.50 per cent) of all three of these categories of colleagues abstain from using marijuana. They thus do not differentiate among the three different types of peers in ascribing abstention. However, the tendency in senior high school was for respondents to think that abstention from use of marijuana is more likely among their closer friends and least likely among the students they know less well or not at all. It is important to note 48.17 per cent of the senior high respondents feel that more than one of their closest friends use marijuana and to realize that, by implication, this means about half the high school students must think that at least one of their closest friends is using marijuana. This constitutes a dramatic over-estimate of numbers of secondary school students who, by self-report, claim to be using marijuana (see Table 3). The data in Table 5 when laid alongside the data in Table 3, document the difficulty of securing estimates of use of drugs that hold up under careful scrutiny.

TABLE 5

ESTIMATES OF STUDENTS REGARDING USE OF MARIJUANA BY THEIR FRIENDS, ACQUAINTANCES, AND SCHOOLMATES (RESPONDENTS CLASSIFIED BY SCHOOL LEVEL)

Estimates of PER CENT of Named Peer Group Using Marijuana	Per Cent of Jr. H.S. Respondents Making Estimate Indicated:			Per Cent of Sr. H.S, Respondents Making Estimate Indicated:		
	"My 20 best friends	"The 100 acquaintances I know by name"	"The 1,000 pupils in my school"	"My 20 best friends"	"The 100 acquaintances I know by name"	"The 1,000 pupils in my school"
0%	69.70	66.34	65.50	48.17	24.50	10.02
1%		8.61	15.75		8.04	17.07
2%		4.83	6.09		7.15	8.83
3%		4.20	3.29		9.46	9.43
4%		2.38	1.68		4.32	5.94
5%	7.70	2.52	1.75	9.52	9.23	8.40
(1-5%)	(7.70)*	(22.54)	(28.56)	(9.52)	(38.20)	(49.67)
7%		1.47	0.56		4.84	6.24
10%	4.69	2.59	0.84	7.29	7.97	8.46
(7-10%)	(4.69)*	(4.06)	(1.40)	(7.29)	(12.81)	(14.70)
12-15%	2.24	2.45	0.42	5.65	7.75	7.58
20-29%	3.28	1.18	0.28	9.45	6.03	6.68
30-39%	1.96	0.63	0.14	2.75	3.28	5.79
40-49%	0.98	0.35	0.00	1.64	1.41	1.78
50% or more	3.36	0.42	0.14	12.56	4.61	2.52
(12->50%)	(11.82)*	(5.03)	(0.98)	(32.05)	(23.08)	(24.35)
No Response	6.09	2.03	1.75	2.97	1.41	1.11

* Figures in parentheses are sub-totals of the indicated ranges of per cents.

ESTIMATES OF EXPERIMENTATION

Table 6 reports the estimates by the students regarding the percentage of their peers who are experimenting with marijuana. This table shows that: 75.58 per cent of the junior high respondents thought that none (0 per cent in Estimate Column) of their 20 best friends were experimenting with marijuana, 43.60 per cent of the junior high respondents thought none of the 100 acquaintances they knew by name were experimenting with marijuana, and 19.87 per cent of the respondents thought that none of the 1,000 students in the school were experimenting with marijuana. Of the senior high respondents, 25.06 per cent felt that none of their 20 best friends were experimenting with marijuana; and they ascribe non-experimentation to 9.73 per cent of the 100 acquaintances they know by name and to 3.12 per cent of the student body as a whole. Thus, as noted for use of marijuana, respondents were more prone to think their closest circle of friends included no experimenters with marijuana than to feel this way about students whom they knew less well.

As regards the students' responses about experimentation with marijuana among their peers, there may well be some question as to how respondents defined the term. If "experimentation" means use of marijuana once a month, then the estimate of the respondents upon the range of experimentation among teenagers is greatly in excess of the self-reports from the respondents themselves which indicate that only 1.54 per cent of the junior high school students and 4.30 per cent of the senior high school students claim to be using marijuana once a month. Even if one defines experimenters as both those students who reported that they tried and quit (2.73 per cent in junior high school and 7.27 per cent in senior high school) and as students who report "once a month" use, the estimates of experimentation with marijuana shown in Table 6 are much higher than the self-report figures shown in Table 3.

TABLE 6

ESTIMATES OF STUDENTS REGARDING EXPERIMENTATION WITH MARIJUANA BY THEIR FRIENDS, ACQUAINTANCES, AND SCHOOLMATES (RESPONDENTS CLASSIFIED BY SCHOOL LEVEL)

Estimates of PER CENT of Named Peer Group Experimenting with Marijuana	Per Cent of Jr. H.S. Respondents Making Estimate Indicated:			Per Cent of Sr. H.S. Respondents Making Estimate Indicated:		
	"My 20 best friends"	"The 100 acquaintances I know by name"	"The 1,000 pupils in my school"	"My 20 best friends"	"The 100 acquaintances I know by name"	"The 1,000 pupils in my school"
0%	75.58	43.60	19.87	25.06	9.73	3.12
1%		8.40	23.02		4.97	6.69
2%		7.48	9.59		3.93	5.49
3%		8.40	10.99		7.42	6.01
4%		4.48	4.97		4.60	3.98
5%	4.55	7.07	7.14	8.10	11.06	7.72
(1-5%)	(4.55)*	(35.83)	(55.71)	(8.10)	(31.98)	(29.84)
7%		3.98	4.24		7.42	6.39
10%	4.48	4.83	5.95	11.75	11.66	12.99
(7-10%)	(4.48)*	(8.51)	(10.19)	(11.75)	(19.08)	(19.38)
12-15%	2.38	4.69	5.39	6.99	10.76	11.66
20-29%	3.01	1.96	3.08	13.24	7.42	10.76
30-39%	3.29	1.54	2.24	4.53	5.94	9.95
40-49%	0.56	0.77	0.42	3.87	4.16	5.64
50% or more	2.66	1.12	1.33	25.13	9.95	8.54
(12->50%)	(11.90)*	(10.08)	(12.46)	(53.76)	(38.23)	(46.55)
No Response	3.15	1.68	1.75	1.34	0.97	1.11

* Figures in parentheses are sub-totals of the indicated ranges of per cents.

PERCEPTIONS OF SEX DIFFERENCES IN USE OF MARIJUANA

Are boys or girls the greatest users of marijuana? While the students, themselves differ on this question, they are consistent in their perceptions that girls are not the greatest users or marijuana.

The modal response for all students is that boys are the greatest users of drugs (44.50 per cent). The second highest category is "about the same for both"(38.92 per cent). Only 3.39 per cent of the students felt that girls were the greatest users of marijuana. Twelve per cent of the students indicated "I don't know" as an answer to this question.

In the junior high school, 54.34 per cent of the boys see themselves as the greatest users of marijuana, while 26.90 per cent of the boys think that the use of marijuana is about the same for both boys and girls. On the other hand, 41.76 per cent of the junior high girls see boys as the greatest users of marijuana, while 40.06 per cent of the girls see the use of marijuana as equally divided between boys and girls.

Senior high boys (46.58 per cent) also perceive boys as the greatest users of marijuana, while 53.12 per cent of the senior high girls perceive the use of marijuana as about the same for both boys and girls.

Table 7

Perceptions of Use of Marijuana by Males and by Females

WHICH SEX DO YOU THINK IS THE GREATER USER OF MARIJUANA?	Junior High Male N=725 %	Junior High Female N=704 %	Jr. High Total %	Senior High Male N=670 %	Senior High Female N=671 %	Sr. High Total %	Total %
Boys	54.34	41.76	48.15	46.58	34.72	40.64	44.50
Girls	4.55	3.12	3.85	3.57	2.23	2.90	3.39
About the Same for Both	26.90	40.06	33.38	36.46	53.12	44.80	38.92
Don't Know	12.97	14.49	13.72	11.61	8.75	10.18	12.00
No Response	1.24	0.57	0.91	1.79	1.19	1.49	1.19

PERCEPTIONS ABOUT DIRECTION OF CHANGES OCCURRING IN EXPERIMENTATION WITH AND USE OF MARIJUANA

The general feeling among teenagers is that experimentation with marijuana is on the increase. Table 8 shows that 51 per cent of the Grade 7 students feel this way, and the percentage of students who have similar thoughts increases steadily from grade to grade, through a sequence of 51 in Grade 7 to 54 in Grade 8, 61 in Grade 9, 67 in Grade 10, 72 in Grade 11, and 74 in Grade 12. The conviction about this point increases from grade to grade, as the "I don't knows" decline in each successive grade, from 30 per cent in Grade 7 to 11 per cent in Grade 12. This suggests that the older a teenager becomes, the more he is convinced that marijuana is an "in" thing.

In all grades, too, students reporting that they think the use of marijuana is increasing is greater than the combined total of those who feel use is declining or remaining stable. There is some difference of feeling about this trend between the junior and the senior high students: the junior high students are more prone to say "I don't know" about trends in the use of marijuana than are the senior high students.

There are some differences between the responses of the boys and of the girls on trends in use of marijuana; but these differences are small except in Grade 8, where 41 per cent of the boys and 33 per cent of the girls think that marijuana use is increasing, and in Grade 12, where 51 per cent of the boys and 61 per cent of the girls think that marijuana use is increasing.

The impression of students that the use of marijuana is increasing is important baseline information, and of particular note is the fact that the biggest between-grade jump in impressions about marijuana use is for Grade 10 as compared with Grade 9.

TABLE 8

STUDENTS' PERCEPTIONS ABOUT CHANGES TAKING PLACE IN AMOUNT OF EXPERIMENTATION WITH AND USE OF MARIJUANA
(RESPONDENTS CLASSIFIED BY GRADE AND SEX)

	GRADE: 7			GRADE: 8			GRADE: 9			GRADE: 10			GRADE: 11			GRADE: 12		
	MALE N=244 %	FEMALE N=233 %	TOTAL N=477 %	MALE N=245 %	FEMALE N=232 %	TOTAL N=477 %	MALE N=236 %	FEMALE N=239 %	TOTAL N=475 %	MALE N=239 %	FEMALE N=240 %	TOTAL N=479 %	MALE N=222 %	FEMALE N=225 %	TOTAL N=447 %	MALE N=212 %	FEMALE N=210 %	TOTAL N=422 %
DO YOU FEEL THE % OF TEEN-AGERS WHO ARE OCCASIONAL EXPERIMENTERS WITH MARIJUANA:																		
Is Increasing	54	49	51	58	51	54	60	62	61	65	70	67	72	72	72	73	75	74
Is Decreasing	5	8	6	5	7	6	5	5	4	6	5	5	4	5	4	5	3	4
Staying About the Same	10	14	12	13	13	14	9	11	10	13	10	12	12	11	11	12	9	11
Don't Know	31	28	30	24	28	26	25	22	24	16	15	16	12	12	13	10	13	11
No Response	0	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0
DO YOU FEEL THE % OF TEEN-AGERS WHO ARE REGULAR USERS OF MARIJUANA:																		
Is Increasing	35	36	35	41	33	37	42	43	42	52	52	52	61	56	59	51	61	56
Is Decreasing	9	14	10	13	14	14	11	12	12	11	10	11	5	9	7	8	6	6
Staying About the Same	19	18	19	18	18	18	19	23	21	17	21	19	19	20	19	25	18	22
Don't Know	36	30	33	26	35	30	28	22	25	20	17	18	15	15	15	15	15	15
No Response	1	2	1	2	0	1	0	0	0	0	0	0	0	0	0	1	0	1

OPINION REGARDING THE USUAL AGE AT WHICH EXPERIMENTATION WITH MARIJUANA BEGINS

Table 9 summarizes students' opinions as to when experimentation begins. Junior and senior high school students think that more students begin trying marijuana at ages 15 and 16 than at any other age. About one-third (35.48 per cent) of the junior high respondents and almost one-half (48.74 per cent) of the senior high respondents pick this age span as the most likely period for beginning. Slightly more than one-third of the junior high students (35.08 per cent) either report "later than age 16" or "I don't know," whereas only about half as many of the high school students (17.51 per cent) select one or the other of these two options. Table 9 summarizes the response to this.

Table 9

Estimates of Age at Which Experimentation with and Use of Marijuana Begins

IN YOUR OPINION, WHAT IS THE USUAL AGE FOR BEGINNING TO TRY OUT OR USE MARIJUANA?	Junior High		Jr. High Total %	Senior High		Sr. High Total %	Total %
	Male N=725 %	Female N=704 %		Male N=673 %	Female N=674 %		
Before Age 13-14	3.45	4.55	3.99	2.82	2.22	2.52	3.28
Around Age 13-14	22.76	26.28	24.49	25.11	34.07	29.60	26.97
About Age 15-16	35.86	35.09	35.48	48.59	48.89	48.74	41.92
Later	13.93	10.94	12.46	7.58	4.44	6.01	9.33
Don't Know	21.93	21.31	21.62	13.67	9.33	11.50	16.71
No Response	2.07	1.85	1.96	2.23	1.04	1.63	1.80

LIKELY LENGTH OF TIME STUDENTS WILL CONTINUE TO USE MARIJUANA

There is a strong indication here that students did not feel competent to estimate how long a teenage marijuana user would continue its use. Almost one-half of the respondents, 47.80 per cent in junior high and 45.77 per cent in senior high school answered "I don't know" to this question -- a fact which indicates that a great number of students approached the questionnaire with serious intent to give considered responses.

Those who did "hazard a guess" selected the other options given in the questionnaire, with 11 per cent estimating a "less than one year" continuance of use, 14.73 per cent one-year continuance, 13.40 per cent a five-year continuance; and 12.42 per cent, a lifetime continuance.

School level and sex differences are not reflected in the students' predictions of marijuana use.

Table 10

Perceptions of Future Use of Marijuana by Current Users

WHAT DO YOU THINK IS THE MOST LIKELY LENGTH OF TIME THAT SOMEONE WHO IS NOW USING IT WILL CONTINUE TO USE MARIJUANA?	Junior High Male N=725 %	 Female N=703 %	Jr. High Total %	Senior High Male N=673 %	 Female N=674 %	Sr. High Total %	Total %
Less Than a Year	11.03	14.06	12.53	8.62	10.37	9.50	11.06
One Year	14.90	14.06	14.49	15.45	14.52	14.99	14.73
Five Years	11.59	9.37	10.50	16.34	16.59	16.47	13.40
All His Life	12.97	13.49	13.23	11.29	11.85	11.57	12.42
Don't Know	47.86	47.73	47.80	46.21	45.33	45.77	46.81
No Response	1.66	1.28	1.47	2.08	1.33	1.71	1.58

OPINIONS ON WHETHER USE OF MARIJUANA LEADS TO USE OF HEROIN

Table 11 reports the responses of students to the question "What percentage of people do you think will go on to use heroin or other narcotics who now use marijuana."

The important finding here is that the preponderent majority of students of both sexes in junior and in senior high think that some marijuana users will go on to use heroin or other narcotics. The students checking "zero per cent," "I don't know," or not responding total 29.39 per cent of the junior high and 19.14 per cent of the senior high students, meaning that about 70 per cent of the junior and about 80 per cent of the senior high respondents think that at least some marijuana smokers will go on to use the "hard" drugs. However, the choices were spread somewhat evenly among the options of 1 per cent, 5 per cent, 10 per cent, 25 per cent, 50 per cent and even 75 per cent suggesting two alternative explanations, namely that either there is a real gradation of feeling on this subject or that the choices were made somewhat randomly out of lack of knowledge.

Table 11

Perceptions of Prospective Heroin Users among Current Marijuana Users

WHAT PERCENTAGES OF PEOPLE NOW USING MARIJUANA DO YOU THINK WILL GO ON TO USE HEROIN OR OTHER NARCOTICS?	Junior High		Jr. High Total %	Senior High		Sr. High Total %	Total %
	Male N=692 %	Female N=684 %		Male N=655 %	Female N=659 %		
0%	4.83	2.41	3.64	3.74	4.60	4.17	3.90
1%	9.52	11.08	10.29	17.19	11.42	14.30	12.23
5%	13.10	11.08	12.11	16.59	15.13	15.86	13.92
10%	12.97	14.06	13.51	14.20	17.06	15.64	14.54
25%	14.34	14.20	14.28	12.26	16.47	14.37	14.32
50%	10.62	11.93	11.27	8.67	12.91	10.80	11.04
75%	6.62	6.68	6.65	8.97	7.42	8.19	7.40
100%	2.07	2.98	2.52	1.05	2.37	1.71	2.13
Don't Know	21.38	22.73	22.04	15.40	10.53	12.96	17.64
No Response	4.55	2.84	3.71	1.94	2.08	2.01	2.89

PERCEPTIONS OF THE KINDS OF STUDENTS WHO USE MARIJUANA

The image of the marijuana user as a student is very different in the two school levels. For most junior high school respondents, the marijuana user is a failing student. Fifty-eight per cent (57.87 per cent) of the junior high students feel this way. However, for the senior high school students, the marijuana user is as likely to be an average student as a failing student (39.30 per cent noted "average"; 31.05 per cent noted "failing"). Also for 6.76 per cent of the senior high students the marijuana user has the image of an honor roll student. Only 2.31 per cent of the junior high students thought of the typical marijuana users as an honor roll student.

Table 12

Perceptions of Academic Status of Marijuana Users

WHICH KIND OF STUDENTS USE MARIJUANA MOST?	Junior High Male N=725 %	Junior High Female N=704 %	Jr. High Total %	Senior High Male N=670 %	Senior High Female N=671 %	Sr. High Total %	Total %
Honor Roll Students	2.48	2.13	2.31	6.25	7.27	6.76	4.47
Average Students	15.86	19.32	17.56	38.24	40.36	39.30	28.11
Failing Students	58.90	56.82	57.87	32.29	29.82	31.05	44.86
Don't Know	19.72	20.17	19.94	18.60	18.40	18.50	19.24
No Response	3.03	1.56	2.31	4.61	4.15	4.38	3.32

OPINIONS ABOUT LEGAL PENALTIES FOR POSSESSION OF MARIJUANA

The opinions of students about legal penalties for marijuana possession softens as they go up the grades. In Grade 7, 2.75 per cent of the students feel that there should be a legal penalty and only 15.93 per cent feel that there should not be a penalty. There is an almost continuous, grade by grade reduction in the "should be a penalty" responses and increases in the "should not be a penalty" responses; 53.88 per cent vs. 39.62 per cent in Grade 10, 48.76 per cent vs. 43.12 per cent in Grade 11, and 44.28 per cent vs. 48.10 per cent in Grade 12. The"I don't know" responses remain stable throughout the grades, and the "no responses" start out very small in Grade 7 (1.30 per cent to 1.64 per cent) and reduce to almost zero by Grade 12.

By Grade 11, the "pro-penalty" group is still slightly larger than the "anti-penalty" group (48.76 per cent vs. 43.12 per cent), but by Grade 12 the anti-penalty group (48.10 per cent)is slightly larger than the pro-penalty group (44.28 per cent).

Clearly, as students go up the grades, the feeling about penalties for possession of marijuana polarizes and in the senior high school at the present time there is an equal likelihood that a student will be pro as that he will be con.

TABLE 13

FEELINGS AMONG STUDENTS ABOUT LEGAL PENALTY FOR THE POSSESSION OF MARIJUANA
(RESPONDENTS CLASSIFIED BY GRADE LEVEL AND SEX)

	GRADE: 7			GRADE: 8			GRADE: 9			GRADE: 10			GRADE: 11			GRADE: 12		
	MALE N=244	FEMALE N=233	TOTAL N=477	MALE N=245	FEMALE N=232	TOTAL N=477	MALE N=236	FEMALE N=239	TOTAL N=475	MALE N=237	FEMALE N=240	TOTAL N=477	MALE N=222	FEMALE N=221	TOTAL N=443	MALE N=210	FEMALE N=210	TOTAL N=420
DO YOU FEEL THERE SHOULD BE A LEGAL PENALTY FOR POSSESSION OF MARIJUANA?																		
YES	74.18	71.24	72.75	66.94	70.26	68.55	56.36	59.83	58.11	54.01	53.75	53.88	43.24	54.30	48.76	40.00	48.58	44.28
NO	17.62	14.16	15.93	24.90	21.98	23.48	36.02	31.38	33.68	40.08	39.17	39.62	47.30	38.91	43.12	50.48	45.71	48.10
DON'T KNOW	6.56	13.30	9.85	6.53	6.47	6.50	6.36	8.79	7.58	5.49	6.66	6.08	8.56	5.89	7.22	9.05	5.71	7.38
NO RESPONSE	1.64	1.30	1.47	1.63	1.29	1.47	1.26	0.00	0.63	0.42	0.42	0.42	0.90	0.90	0.90	0.47	0.00	0.24

PERCEPTION OF ASSISTANCE NEEDED BY MARIJUANA USERS

Slightly more than one-fourth (26.17 per cent) of all the junior high students felt that teenagers who use marijuana need psychological counseling. The next largest percentage other than "I don't know" favored "stricter enforcement" (boys, 17.52 per cent; girls, 15.77 per cent).

Among senior high boys, this picture changes somewhat. More than 29 per cent (29.12 per cent) felt that no help was needed by most marijuana users, while only 17.09 per cent suggested psychological counseling. Girls reversed the boys' stand, 27.11 per cent favoring psychological counseling, 22.81 per cent feeling no help was needed. As with junior high students, the next largest percentage other than "I don't know" was for stricter enforcement, though at a lower level, 13.08 per cent for boys and 11.36 per cent for girls.

Family counseling took third place in junior high school and fourth place in senior high school; while religious counseling was lowest of all.

More than 22 per cent of boys (22.21 per cent) and 21.31 per cent of girls in junior high responded "I don't know," while the corresponding figures for senior high were 14.56 per cent of boys, 12.59 per cent for girls.

Around five per cent of both boys and girls in junior and in senior high school did not respond at all.

The most significant shift in opinions about help needed by marijuana users appear to be the tripling of those who feel no help is needed between junior high school and senior high school respondents. Less than 10 per cent of junior high school boys (9.79 per cent) made this choice,while 29.12 per cent of senior high boys felt this way. The corresponding figures for girls were 8.38 per cent in junior high, and 22.81 per cent in senior high.

Table 14

Perceptions on Assistance Needed by Marijuana Users

WHAT KIND OF HELP DO YOU THINK TEENAGE MARIJUANA USERS NEED?	Junior High		Jr. High Total %	Senior High		Sr. High Total %	Total %
	Male N=725 %	Female N=704 %		Male N=672 %	Female N=673 %		
No Help Needed by Most of Them	9.79	8.38	9.10	29.12	22.81	25.96	17.28
Psychological Counseling	25.24	27.13	26.17	17.09	27.11	22.11	24.20
Discussion in School	7.59	9.23	8.40	9.51	7.56	8.53	8.46
Religious Counseling	1.24	2.13	1.68	2.23	1.33	1.78	1.73
Family Counseling	11.17	11.93	11.55	8.47	10.81	9.64	10.62
Stricter Enforcement	17.52	15.77	16.65	13.08	11.26	12.17	14.48
Don't Know	22.21	21.31	21.76	14.56	12.59	13.58	17.79
No Response	5.24	4.12	4.69	5.94	6.52	6.23	5.44

PERCEPTION OF RELATIONSHIP BETWEEN LOCATION OF SCHOOL AND USE OF MARIJUANA

More junior high school students, both boys and girls, felt that the greatest use of marijuana occurred inside Washington, D. C. than elsewhere. (32.97 per cent of boys and 28.98 per cent of girls.) There was a shift on this point in the senior high school responses where many boys (36.40 per cent) and girls (32.00 per cent) selected the suburbs as the location of greatest use of marijuana. Aside from "I don't know" responses, junior high respondents selected suburbs for second place (boys 20.00 per cent, girls 15.77 per cent). Boys and girls at both levels agreed in choosing "rural areas" least frequently of all areas chosen (junior high boys 2.53 per cent, senior high girls 3.56 per cent). It would seem that senior high students are more convinced about the prevalence of drug use in the suburbs than are junior high students.

Table 15

Perceptions of Relationship Between Location of School and Use of Marijuana

WHAT DO YOU FEEL IS THE LOCATION OF SCHOOLS WHERE THERE IS THE GREATEST USE OF MARIJUANA?	Junior High Male N=725 %	Junior High Female N=704 %	Jr. High Total %	Senior High Male N=673 %	Senior High Female N=674 %	Sr. High Total %	Total %
Inside Washington, D. C.	32.97	28.98	31.00	20.80	21.33	21.07	26.18
Near Washington, D. C.	9.66	12.78	11.20	14.86	12.89	13.87	12.50
In Suburbs	20.00	15.77	17.91	36.40	32.00	34.20	25.82
In Rural Areas	4.28	4.69	4.48	2.53	3.56	3.04	3.78
Don't Know	28.69	35.09	31.84	20.80	26.07	23.44	27.76
No Response	4.41	2.70	3.57	4.61	4.15	4.38	3.96

KNOWLEDGE OF THE TERMS ASSOCIATED WITH THE USE OF MARIJUANA

Table 16 dramatically illustrates the difference in knowledge about marijuana between junior and senior high school students. Almost 70 per cent (69.14 per cent) of the junior high school students say that they do not know which of the six terms given apply to marijuana, and only 16.93 per cent select "joint," the most applicable term. Among the senior high school students, the "I don't know's" reduce to 39.99 per cent, and 48.07 per cent do select "joint."

The relatively greater proportion of senior high students who know the connection between marijuana and the term "joint" does not mean that the senior high population is fully "in the know." There may well be some doubt that a question on a slang expression about marijuana is a good test of a students' actual knowledge about that drug. One can say, however, that at the time of the survey there were many senior high school students who were not familiar with a common "in" expression on the drug scene.

Table 16

Knowledge of the Terms Associated with Marijuana

DO ANY OF THE FOLLOWING APPLY TO THE USE OF MARIJUANA:	Junior High Male N=725 %	Junior High Female N=704 %	Jr. High Total %	Senior High Male N=672 %	Senior High Female N=673 %	Sr. High Total %	Total %
Joint	18.21	15.62	16.93	49.63	46.52	48.07	32.05
Mike	0.83	0.57	0.70	0.89	0.59	0.74	0.72
Cap	0.83	0.28	0.56	1.04	0.44	0.74	0.65
Hookah	3.45	2.56	3.01	2.53	2.07	2.30	2.66
Horse	1.52	1.14	1.33	1.19	1.19	1.19	1.26
Hepatitis	2.07	1.28	1.68	0.30	0.44	0.37	1.04
Don't Know	65.24	73.15	69.14	37.59	42.37	39.99	54.99
No Response	7.86	5.40	6.65	6.84	6.37	6.60	6.63

SECTION III

STUDENTS' RESPONSES TO QUESTIONS ON OWN USE AND PEERS' USE OF AND EXPERIMENTATION WITH DIFFERENT TYPES OF DRUGS AND OF CIGARETTES AND ALCOHOLIC DRINKS

This section reviews data on students' responses to questions about their own use of all eight products considered in the survey and to questions in which the respondents were asked to estimate use of and experimentation with drugs by their 20 best friends, their 100 acquaintances known to them by name, and the 1,000 students in their school. Actually the school enrollments were not all precisely 1,000 but the survey question asked the students to assume that their school had 1,000 students and to respond to the question in terms of this large number of teenage colleagues.

As a preface to this section, the data on pupils' responses to questions regarding the sources of their information about drugs, drug use and drug experimentation are here reviewed. The data appear in Table 17.

The data for marijuana on Table 17 have already been reviewed on pages 5 and 6 of this report, where it was pointed out that students do not report first-hand experience, such as being shown drugs or seeing drugs used and where it was suggested that students generally seem to be in no more advantageous a position than the typical adult for estimating the scope of drug use and experimentation in the community.

The data on Table 17 about the other products do not materially change this picture. For alcoholic drinks and for cigarettes, students report less "overhearing of remarks" and more "seeing (them) used." In fact, the "seeing (them) used" response for these two products accounts for the only outstanding differences in pattern of responses about source of information on drugs worth noting on Table 17. This considerable increase in the per cent of students who report that their judgment on the teenage use of liquor and cigarettes comes from seeing them used accounts for the reduced percentages of students who report that their opinions on these two products originate with "overhearing remarks," "discussion of drugs," or "none of these." Even so, large numbers of students apparently have not seen their colleagues drinking alcohol or smoking, or do not feel that the amount of observation which they have experienced is their best source of information about teenage use of and experimentation with liquor and tobacco.

In addition to reviewing data on respondents' responses to questions about their own and their peers' use of and experimentation with drugs, this section reviews data on the respondents' percepts about teenage drug users and about the locations of greatest drug use in the area in which they live.

TABLE 17

STUDENTS' SOURCE OF INFORMATION ABOUT DRUGS, ALCOHOLIC DRINKS AND CIGARETTES
(RESPONDENTS CLASSIFIED BY SCHOOL LEVEL AND SEX)

PRODUCTS	PER CENT OF RESPONDENTS REPORTING THAT INFORMATION ABOUT PRODUCTS NAMED CAME FROM SOURCE INDICATED																											
	OVERHEARING REMARKS				ORDINARY CONVERSATION				DISCUSSION OF PRODUCTS				BEING SHOWN PRODUCTS				SEEING PRODUCTS USED				NONE OF THESE				NO RESPONSE			
	JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %
MARIJUANA	12	12	11	11	16	15	22	21	29	33	20	29	3	2	3	1	5	7	14	14	19	19	14	12	16	12	16	12
AMPHETAMINES	11	10	12	10	10	10	14	12	22	23	24	30	5	5	5	4	2	3	5	7	37	39	31	30	13	10	9	6
LSD	12	12	11	15	11	12	15	30	31	36	29	37	4	2	4	3	4	6	7	7	24	21	22	17	14	11	12	8
BARBITURATES	10	11	11	12	9	9	13	13	23	23	26	31	5	5	5	3	3	3	4	6	37	38	31	28	13	11	9	7
GLUE	11	12	11	16	15	15	17	17	22	22	21	24	6	4	3	2	8	9	9	8	25	26	29	27	13	12	10	6
ALCOHOLIC DRINKS	9	10	4	7	19	21	21	28	15	17	11	11	4	2	3	2	22	19	33	30	16	18	13	11	15	13	15	11
CIGARETTES	6	7	2	3	15	16	11	28	14	16	7	9	3	3	4	1	34	32	49	35	11	12	11	13	17	14	16	11
HEROIN	10	12	11	16	9	9	11	8	26	27	28	35	4	4	6	3	2	3	3	4	36	34	32	28	13	11	9	6

OWN USE OF ALL PRODUCTS SURVEYED

Table 18 indicates that, in the junior high schools, 90 per cent of the students report that they have never tried marijuana, amphetamines, LSD, barbiturates, glue, and heroin; and, the same holds true for senior high school students, except in the case of marijuana, which almost 80 per cent of the students say they have never tried. Two-thirds (67.81 per cent) of the junior high school students report that they have never tried alcohol, and one-third (35.01 per cent) of the senior high school students report similarly. More than half (55.42 per cent) of the junior high school students report never having tried cigarettes, and one-third (33.16 per cent) of the senior high students report similarly.

The "tried but quit" response varies from product to product, being the highest for cigarettes (34.17 per cent), alcohol (17.57 per cent), glue (5.80 per cent), and marijuana (4.93 per cent), in the order named. Then, in order, the "tried but quit" responses drop to 2.77 per cent for amphetamines, 2.74 per cent for barbiturates, 1.40 per cent for LSD, and 0.79 per cent for heroin. For every product except cigarettes, the "use it almost every day" response was checked by less than 2 per cent of the respondents. Adding all reported frequencies of use (once a month, once a week, and almost every day), the overall percentages of students using each drug in the two school levels are as follows:

	Junior High	Senior High
Marijuana	2.17%	11.42%
Amphetamines	0.49%	3.27%
LSD	0.42%	3.64%
Barbiturates	0.35%	2.37%
Glue	1.33%	1.03%
Alcoholic Drinks	14.56%	43.84%
Cigarettes	14.07%	26.48%
Heroin	0.07%	0.74%

As stated earlier, the junior high schools have not embraced the drug scene. The students are, in the main, still unsophisticated. Within the senior high school, there is sufficient reported use to warrant attention to all eight products surveyed. Cognizance needs to be taken of alcoholic drinks and cigarettes in the junior high school.

TABLE 18

SELF-REPORT ON USE OF DRUGS, ALCOHOLIC DRINKS, AND CIGARETTES
(STUDENTS CLASSIFIED BY SCHOOL LEVEL)

YOUR OWN USE OF EACH PRODUCT	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES		
	JUNIOR HIGH	SENIOR HIGH	TOTAL	JUNIOR HIGH	SENIOR HIGH	TOTAL	JUNIOR HIGH	SENIOR HIGH	TOTAL	JUNIOR HIGH	SENIOR HIGH	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%
I'VE NEVER TRIED IT	93.28	79.67	86.68	96.38	90.28	93.41	96.71	92.06	94.45	96.71	90.80	93.84
I'VE TRIED BUT QUIT	2.73	7.27	4.93	1.12	4.53	2.77	0.70	2.15	1.40	0.77	4.82	2.74
I USE IT ALMOST ONCE A MONTH	1.54	4.30	2.88	0.42	2.08	1.22	0.28	2.08	1.15	0.28	1.85	1.04
I USE IT ALMOST ONCE A WEEK	0.63	4.30	2.41	0.07	0.82	0.43	0.07	1.19	0.61	0.07	0.22	0.14
I USE IT ALMOST EVERY DAY	0.0	2.82	1.37	0.0	0.37	0.18	0.07	0.37	0.22	0.0	0.30	0.14
NO RESPONSE	1.82	1.63	1.73	2.03	1.93	1.98	2.17	2.15	2.16	2.17	2.00	2.09

YOUR OWN USE OF EACH PRODUCT	GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
	JUNIOR HIGH	SENIOR HIGH	TOTAL	JUNIOR HIGH	SENIOR HIGH	TOTAL	JUNIOR HIGH	SENIOR HIGH	TOTAL	JUNIOR HIGH	SENIOR HIGH	TOTAL
	%	%	%	%	%	%	%	%	%	%	%	%
I'VE NEVER TRIED IT	91.74	90.73	91.25	67.81	35.01	51.89	55.42	33.16	44.62	96.57	95.10	95.86
IV'E TRIED BUT QUIT	5.25	6.38	5.80	15.82	19.44	17.57	29.39	39.24	34.17	0.42	1.19	0.79
I USE IT ALMOST ONCE A MONTH	0.77	0.59	0.68	9.03	26.85	17.68	3.71	3.41	3.56	0.07	0.15	0.11
I USE IT ALMOST ONCE A WEEK	0.35	0.22	0.29	4.48	14.47	9.33	2.31	2.82	2.56	0.0	0.22	0.11
I USE IT ALMOST EVERY DAY	0.21	0.22	0.22	1.05	2.52	1.76	8.05	20.25	3.97	0.0	0.37	0.18
NO RESPONSE	1.68	1.85	1.76	1.82	1.71	1.76	1.12	1.11	1.12	2.94	2.97	2.95

LIKELIHOOD OF FUTURE USE OF DRUGS, ALCOHOL AND CIGARETTES

As Table 19 indicates, the per cents of respondents choosing the "very likely" and "possibly" options are noteworthy. More than 15 per cent of the junior high and 30 per cent of the senior high school students think they may use marijuana in the future. Approximately 5 per cent of the junior high and about 10 per cent of the senior high students think they may try out amphetamines. For LSD the corresponding figures are more than 5 per cent in the junior high and are 8 per cent in the senior high; and even for heroin about 3 per cent of the students in both junior and senior high school hold out the possiblity of some involvement in the future.

The important finding is that students in both levels are thinking about drugs. Only about one per cent of the students surveyed reported that they were making some use of heroin, but about three times that many report that they may in the future try out or use heroin. The reported data on the other seven products follows this same pattern. Hence, the data in Table 19 suggests that a "climate for drugs" is developing among teenagers.

TABLE 19

STUDENTS' PERCEPTIONS OF THE LIKELIHOOD OF THEIR USING DRUGS, ALCOHOLIC DRINKS AND CIGARETTES
(RESPONDENTS CLASSIFIED BY SCHOOL LEVEL AND SEX)

HOW LIKELY ARE YOU IN THE FUTURE TO TRY OUT OR USE?	MARIJUANA				AMPHETAMINES				LSD				BARBITURATES			
	JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %
VERY LIKELY	6.90	5.97	18.47	14.84	1.52	.85	2.83	4.90	2.21	1.42	4.77	3.41	1.93	0.71	1.94	3.12
POSSIBLY	11.03	9.52	14.31	15.43	4.00	3.98	6.71	5.79	3.72	3.97	5.81	3.56	4.41	3.27	5.37	5.34
UNLIKELY	26.34	27.56	27.72	26.41	22.76	26.14	31.30	26.85	20.69	24.01	20.72	18.99	22.62	25.14	31.30	26.71
IMPOSSIBLE	48.14	50.28	33.83	40.05	57.66	54.97	51.12	55.64	63.31	64.35	62.74	70.48	57.52	56.96	54.10	57.27
DON'T KNOW	5.24	5.68	5.37	2.82	11.16	12.64	7.44	6.08	6.48	5.11	4.92	2.82	10.49	12.93	6.11	6.38
NO RESPONSE	2.35	0.99	0.30	0.45	2.90	1.42	0.60	0.74	3.59	1.14	1.04	0.74	3.03	0.99	1.18	1.18

HOW LIKELY ARE YOU IN THE FUTURE TO TRY OUT OR USE?	GLUE				ALCOHOLIC DRINKS				CIGARETTES				HEROIN			
	JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %%	F %
VERY LIKELY	3.72	1.42	1.94	1.34	25.79	18.47	53.06	39.17	17.38	20.03	25.48	26.26	1.52	0.57	1.48	1.93
POSSIBLY	7.86	4.83	3.57	3.56	31.17	29.83	23.40	32.20	17.24	20.17	13.41	17.21	1.93	2.13	2.09	1.34
UNLIKELY	23.86	28.41	23.10	22.40	17.66	20.88	11.17	13.95	22.49	19.74	23.10	22.40	16.83	19.89	14.16	13.80
IMPOSSIBLE	55.59	59.09	66.17	68.25	17.10	20.88	6.86	11.57	36.00	32.95	33.83	31.45	68.69	67.76	77.35	79.23
DON'T KNOW	6.21	5.54	4.62	3.71	5.80	8.66	4.76	2.52	4.55	5.97	3.43	2.23	8.55	8.66	4.47	3.25
NO RESPONSE	2.76	0.71	0.60	0.74	2.48	1.28	0.75	0.59	2.34	1.14	0.75	0.45	2.48	0.99	0.45	0.45

ESTIMATES OF USE OF AND EXPERIMENTATION WITH DRUGS

Table 20 summarizes the range of opinion among junior high respondents regarding the extent of use of and experimentation with six drugs among their "20 best friends," "the 100 acquaintances I know by name," and the "1,000 students in my school." Table 21 summarizes the same data for senior high school respondents.

These two tables provide a measure of the scope of the "drug scene," as perceived by the students in the secondary schools. Also, when examined in relation to the data in Table 18 (self-reported use of drugs) the data in Tables 20 and 21 are useful for comparing prevailing perceptions about drug use with reported use of drugs.

The figures in the top rows of Part A and of Part B of each of these tables provide a convenient estimate of the extent to which respondents believe that there is use of and experimentation with drugs within the teenage society. The top row of Part A of Table 20 indicates that the overwhelming majority of junior high school students think that there is no drug use among their "20 best friends" and among the "100 acquaintances I know by name." About 80 per cent of the students feel that none of their friends uses amphetamines, LSD, barbiturates or glue,and another seven or eight per cent do not respond. Only 10.5 per cent to 12.8 per cent state that any of their friends are using these four drugs. About 70 per cent claim that none of their closest friends are using marijuana (69.7 per cent) or do not respond for this drug (6.1 per cent), leaving 24.2 per cent reporting the impression that some of their closest friends use marijuana; and, by similar computation, 21.5 per cent report that at least one of their best friends is a glue sniffer.

The top row of figures on Part A of Table 21 shows that, except for marijuana, the great portion of senior high respondents also feel that their best friends are not using drugs. Specifically, 48.8 per cent of the senior high respondents estimate that at least one of their 20 best friends uses marijuana; and the per cent of respondents who have the impression that at least someone among their closest friends uses drugs drops to 22.9 per cent for amphetamines, 25.2 per cent for LSD, 21.3 per cent for barbiturates, 15.9 per cent for glue, and 11.7 per cent for heroin.

The following data, computed from Tables 20 and 21 show the same trend as noted in the earlier discussion of marijuana (see page 37) for respondents to attribute greater use of drugs to the "100 acquaintances I know by name" and to the "1,000 students in my school" than to their "20 best friends."

TABLE 20

JUNIOR HIGH SCHOOL STUDENTS' ESTIMATES REGARDING EXPERIMENTATION WITH AND USE OF DRUGS
BY FRIENDS, ACQUAINTANCES, AND SCHOOL MATES

A. PER CENT OF RESPONDENTS ESTIMATING EXTENT OF USE OF NAMED PRODUCT BY INDICATED PEER GROUP

PER CENT OF PEER GROUP ESTIMATED TO BE USERS:	PEER GROUP I						PEER GROUP II						PEER GROUP III					
	"MY 20 BEST FRIENDS"						"THE 100 ACQUAINTANCES WHOSE NAMES I KNOW"						"THE 1,000 STUDENTS IN MY SCHOOL"					
	MARIJUANA	AMPHETAMINES	LSD	BARBITURATES	GLUE	HEROIN	MARIJUANA	AMPHETAMINES	LSD	BARBITURATES	GLUE	HEROIN	MARIJUANA	AMPHETAMINES	LSD	BARBITURATES	GLUE	HEROIN
0%	69.7	81.8	80.1	81.3	72.6	84.3	66.3	80.4	78.1	79.9	66.3	84.2	50.2	65.5	62.7	65.1	50.7	72.4
1%							8.6	4.8	5.6	5.1	7.3	3.3	23.7	15.7	18.6	16.0	19.3	13.1
2%							4.8	2.1	3.4	2.4	5.8	1.9	6.2	6.1	4.6	5.4	8.1	3.6
3%							4.2	3.4	3.2	2.9	5.5	2.0	5.0	3.3	3.9	4.0	5.6	2.3
4%							2.4	1.5	1.3	1.9	2.5	1.7	2.4	1.7	2.0	1.3	3.2	1.6
5%	7.7	4.1	4.3	3.7	5.4	2.2	2.5	1.2	1.8	1.2	2.2	1.5	3.6	1.8	.9	1.6	3.4	1.3
1-5%	7.7	4.1	4.3	3.7	5.4	2.2	22.5	13.0	15.3	13.5	23.3	10.4	40.9	28.6	30.0	28.3	39.6	21.9
7%							1.5	.9	.8	.8	1.8	.4	1.4	.6	.7	.8	1.6	.6
10%	4.7	2.0	2.4	2.3	4.3	1.5	2.6	.9	1.1	1.3	2.7	.7	1.9	.8	1.3	1.1	2.4	1.1
7-10%	4.7	2.0	2.4	2.3	4.3	1.5	4.1	1.8	1.9	2.1	4.5	1.1	3.3	1.4	2.0	1.9	4.0	1.7
12-15%	2.3	.6	1.2	1.4	2.8	1.5	2.5	.7	.8	1.1	1.6	.5	1.3	.4	1.2	.9	1.3	.4
20-29%	3.3	1.3	1.8	1.3	3.2	1.1	1.2	.5	.3	.3	.7	.6	.8	.3	.7	.2	.6	.1
30-39%	1.9	.7	.7	.3	1.5	.5	.6	.1	.6	.1	.7	.0	.9	.1	.4	.2	.9	.6
40-49%	.9	.6	.3	.3	.9	.4	.4	.0	.0	.0	.1	.0	.1	.0	.1	.0	.1	.0
50% OR MORE	3.4	1.2	2.1	1.6	2.8	1.1	.4	.1	.2	.1	.5	.1	.3	.1	.1	.1	.4	.1
NO RESPONSE	6.1	7.7	7.1	7.8	6.5	7.4	2.0	3.4	2.8	2.9	2.3	3.1	2.2	3.6	2.8	3.3	2.4	2.8

. PER CENT OF RESPONDENTS ESTIMATING EXTENT OF EXPERIMENTATION WITH NAMED PRODUCT BY INDICATED PEER GROUP

PER CENT OF PEER GROUP ESTIMATED TO BE EXPERIMENTERS:	PEER GROUP I						PEER GROUP II						PEER GROUP III					
	"MY 20 BEST FRIENDS"						"THE 100 ACQUAINTANCES WHOSE NAMES I KNOW"						"THE 1,000 STUDENTS IN MY SCHOOL"					
	MARIJUANA	AMPHETAMINES	LSD	BARBITURATES	GLUE	HEROIN	MARIJUANA	AMPHETAMINES	LSD	BARBITURATES	GLUE	HEROIN	MARIJUANA	AMPHETAMINES	LSD	BARBITURATES	GLUE	HEROIN
0%	52.8	75.6	71.1	77.1	58.8	80.1	43.6	67.9	63.2	72.3	49.7	76.9	19.9	43.5	41.5	47.3	27.7	57.7
1%							8.4	7.0	10.6	5.1	7.9	5.3	23.0	21.6	24.2	21.2	20.9	18.3
2%							7.5	4.3	5.9	4.1	6.6	3.7	9.6	8.3	8.2	7.8	11.9	6.8
3%							8.4	4.9	5.5	4.9	7.0	2.8	11.0	8.4	7.4	7.3	9.9	5.5
4%							4.5	3.3	3.1	2.3	4.1	2.3	5.0	3.6	4.6	3.3	5.4	2.2
5%	9.4	4.5	9.0	4.4	7.2	5.1	7.1	2.6	2.5	2.2	5.4	2.1	7.1	3.6	2.4	2.7	4.1	1.5
1-5%	9.4	4.5	9.0	4.4	7.2	5.1	35.9	22.1	27.6	18.6	31.0	16.2	55.7	45.5	46.8	42.3	52.2	34.3
7%							4.0	1.1	1.5	1.6	3.4	.8	4.2	1.7	2.3	2.0	3.8	1.0
10%	8.2	3.5	4.8	3.9	5.6	2.5	4.8	2.6	2.0	1.8	4.7	.9	5.9	2.4	2.2	1.6	5.7	1.5
7-10%	8.2	3.5	4.8	3.9	5.6	2.5	8.8	3.7	3.5	3.4	8.1	1.7	10.1	4.1	4.5	3.6	9.5	2.5
12-15%	5.2	2.4	2.8	2.3	5.1	1.9	4.7	1.4	1.4	1.2	3.9	1.2	5.5	1.8	2.1	1.9	3.6	.8
20-29%	8.4	3.0	3.0	2.9	7.7	2.2	1.9	.5	.9	.6	1.9	.2	3.1	.5	1.2	.6	1.9	.8
30-39%	2.8	3.3	1.2	1.3	4.6	1.5	1.5	.4	.3	.2	.9	.0	2.3	.4	.8	.4	1.1	.4
40-49%	2.1	.5	.4	.9	1.3	.6	.8	.0	.2	.1	.6	.0	.4	.2	.1	.1	.7	.1
50% OR MORE	7.9	2.6	3.8	2.9	6.1	1.6	1.1	.4	.4	.3	1.2	.3	1.3	.2	.5	.2	1.1	.2
NO RESPONSE	3.2	4.6	3.9	4.3	3.6	4.5	1.7	3.6	2.5	3.3	2.7	3.5	1.7	3.8	2.5	3.6	2.2	3.2

Per Cent of Junior High School Respondents
Estimating Use of Named Drug by:

Drug	"My 20 best friends"	"The 100 acquaintances I know by name"	"The 1,000 students in my school"
Marijuana	24.2%	31.7%	47.6%
Amphetamines	10.5%	17.2%	39.9%
LSD	12.8%	19.1%	34.5%
Barbiturates	10.9%	17.2%	31.6%
Glue	21.5%	31.4%	46.9%
Heroin	8.3%	12.7%	24.8%

Per Cent of Senior High School Respondents
Estimating Use of Named Drug by:

	"My 20 best friends"	"The 100 acquaintances I know by name"	"The 1,000 students in my school"
Marijuana	48.8%	74.0%	88.7%
Amphetamines	22.9%	47.1%	60.5%
LSD	25.2%	45.7%	65.1%
Barbiturates	21.3%	55.9%	68.7%
Glue	15.9%	39.5%	60.7%
Heroin	11.7%	29.7%	48.9%

The foregoing data need little narrative elaboration. They do show that three to four times as many respondents think there is drug use among the total student body as think there is drug use among their 20 best friends, indicating an in-group vs. out-group bias which has been mentioned previously. Perhaps the most interesting finding from the above tabulation is that, despite the prevalence of discussion of drugs, the majority of junior high school students feel that there is no drug use among their friends, acquaintances and the general school population; and at least one-third of the senior high school respondents do not concede use of any drugs except marijuana among the student body.

TABLE 21

SENIOR HIGH SCHOOL STUDENTS' ESTIMATES REGARDING EXPERIMENTATION WITH AND USE OF DRUGS BY FRIENDS, ACQUAINTANCES, AND SCHOOL MATES

A. PER CENT OF RESPONDENTS ESTIMATING EXTENT OF USE OF NAMED PRODUCT BY INDICATED PEER GROUP

PER CENT OF PEER GROUP ESTIMATED TO BE USERS:	PEER GROUP I "MY 20 BEST FRIENDS"						PEER GROUP II "THE 100 ACQUAINTANCES WHOSE NAMES I KNOW"						PEER GROUP III "THE 1,000 STUDENTS IN MY SCHOOL"					
	MARIJUANA	AMPHETAMINES	LSD	BARBITURATES	GLUE	HEROIN	MARIJUANA	AMPHETAMINES	LSD	BARBITURATES	GLUE	HEROIN	MARIJUANA	AMPHETAMINES	LSD	BARBITURATES	GLUE	HEROIN
0%	48.2	72.3	70.9	74.2	79.5	83.6	24.6	50.2	52.1	51.4	58.0	67.5	10.0	27.2	32.9	28.9	36.8	49.7
1%							8.0	7.7	9.8	9.5	9.2	8.6	17.1	23.5	26.3	26.1	24.4	26.1
2%							7.2	7.7	6.3	5.7	5.5	5.9	8.3	11.2	9.7	11.2	10.4	6.8
3%							9.5	7.5	5.7	7.7	5.9	4.6	9.4	9.1	7.7	8.3	7.9	4.7
4%							4.3	3.0	3.4	3.7	3.2	2.1	5.9	6.3	4.0	6.4	4.7	3.8
5%	9.5	6.6	8.6	5.9	4.4	4.1	9.2	6.0	6.1	6.9	4.7	3.2	8.4	5.9	3.9	4.4	3.5	1.9
1-5%	9.5	6.6	8.6	5.9	4.4	4.1	38.2	31.9	31.3	33.5	28.5	24.4	49.1	56.0	51.6	56.4	50.9	43.3
7%							4.8	2.7	3.1	4.7	1.9	1.3	6.2	4.0	2.7	3.4	2.1	1.0
10%	7.3	3.6	4.5	4.1	3.6	2.6	7.9	4.5	4.1	1.8	3.6	1.3	8.5	4.5	4.2	3.7	3.2	1.6
7-10%	7.3	3.6	4.5	4.1	3.6	2.6	12.7	7.2	7.2	6.5	5.5	2.6	14.7	8.5	6.9	7.1	5.3	2.6
12-15%	5.6	2.5	2.0	2.8	1.6	.8	7.8	4.2	3.7	3.4	3.6	2.0	7.7	3.7	3.6	2.9	2.2	1.1
20-29%	9.5	4.4	3.5	3.8	2.3	1.5	6.0	2.0	1.4	1.0	.7	.4	6.8	.8	1.6	.9	.8	.3
30-39%	2.7	1.3	1.1	1.7	1.1	.8	3.3	.7	.8	.8	.4	.1	5.9	.8	.6	.7	.7	.3
40-49%	1.6	.9	.9	1.1	.7	.2	1.4	.4	.5	.2	.4	.1	1.9	.2	.4	.2	.3	.2
50% OR MORE	12.6	3.6	4.6	1.9	2.2	1.7	4.6	.7	.8	.5	.4	.1	2.6	.5	.4	.5	.5	.4
NO RESPONSE	3.0	4.8	3.9	4.5	4.6	4.7	1.4	2.7	2.2	2.7	2.5	2.8	1.3	2.3	2.0	2.4	2.5	2.1

B. PER CENT OF RESPONDENTS ESTIMATING EXTENT OF EXPERIMENTATION WITH NAMED PRODUCT BY INDICATED PEER GROUP

PER CENT OF PEER GROUP ESTIMATED TO BE EXPERIMENTERS:	PEER GROUP I "MY 20 BEST FRIENDS"						PEER GROUP II "THE 100 ACQUAINTANCES WHOSE NAMES I KNOW"						PEER GROUP III "THE 1,000 STUDENTS IN MY SCHOOL"					
	MARIJUANA	AMPHETAMINES	LSD	BARBITURATES	GLUE	HEROIN	MARIJUANA	AMPHETAMINES	LSD	BARBITURATES	GLUE	HEROIN	MARIJUANA	AMPHETAMINES	LSD	BARBITURATES	GLUE	HEROIN
0%	25.2	56.1	56.5	57.6	56.5	75.7	9.8	31.8	32.8	35.7	35.2	52.6	3.1	11.9	13.5	14.4	14.1	29.3
1%							4.9	7.8	10.7	8.2	6.6	9.7	6.7	17.1	23.2	19.4	19.7	30.7
2%							3.9	5.7	9.1	7.5	6.2	6.6	5.5	9.2	11.6	11.6	12.3	11.1
3%							7.4	9.9	8.9	9.1	9.1	8.9	6.0	12.5	10.1	11.3	11.2	9.1
4%							4.6	4.9	5.4	5.1	4.8	3.3	3.9	7.0	7.5	8.5	7.0	4.7
5%	8.1	7.2	10.1	7.3	8.8	6.5	11.1	9.9	8.3	9.3	7.6	5.6	7.7	9.4	8.2	8.9	6.9	3.4
1-5%	8.1	7.2	10.1	7.3	8.8	6.5	31.9	38.1	42.4	39.2	34.3	24.1	29.8	55.2	60.6	59.7	57.1	59.0
7%							7.4	5.6	4.2	4.5	4.9	1.9	6.4	6.0	4.2	4.9	4.4	2.3
10%	11.7	7.7	8.3	7.7	7.1	3.8	11.7	8.2	5.9	6.8	8.9	3.6	13.0	8.5	6.8	6.8	6.6	3.0
7-10%	11.7	7.7	8.3	7.7	7.1	3.8	19.1	13.8	10.1	11.3	13.8	5.5	19.4	14.5	10.9	11.7	11.0	5.3
12-15%	6.9	4.1	5.8	4.5	5.4	3.3	10.8	5.9	5.7	5.2	6.2	3.3	11.7	8.4	5.7	6.1	6.8	2.1
20-29%	13.2	8.3	6.9	8.8	8.3	3.7	7.4	3.4	3.5	3.0	3.5	1.5	10.8	3.7	3.5	2.6	3.9	.8
30-39%	4.5	2.2	1.5	3.2	2.7	1.3	5.9	2.5	1.7	1.6	2.1	.4	9.9	2.1	2.7	1.7	2.9	.6
40-49%	4.0	1.1	1.1	1.6	2.4	.4	4.2	.5	.5	.4	.8	.3	5.7	.6	.6	.6	.9	.1
50% OR MORE	25.1	10.2	7.7	6.3	6.1	2.3	9.9	1.7	1.6	1.4	1.7	.3	8.5	1.2	.8	.9	1.0	.8
NO RESPONSE	1.3	3.1	2.1	3.0	2.7	3.0	1.0	2.2	1.7	2.2	2.4	2.0	1.1	2.4	1.6	2.3	2.3	2.0

Even for those cases where respondents say that there are drug users among their 20 best friends, the data must be interpreted with caution, rather than looked upon as having an authority vested in them by the social proximity of the respondent and the reported heroin-using friend or friends. Actually, the percentages of respondents reporting heroin-using "best friends" are hard to reconcile with the data reported by the students in their answers to questions about their own use of heroin. For example, one out of every 12 junior high school respondents (8.3 per cent) claims that at least one of his 20 best friends is using heroin. By self-report, only seven hundredths of one per cent (0.07 per cent) of the junior high school respondents reported use of heroin. Since 1,428 junior high school respondents participated in this survey, this means that only one of the 1,428 junior school respondents claimed to be using heroin. This makes it impossible to reconcile the reported close friendship patterns of respondents with heroin users with this self-reported data on use of heroin by junior high school students, since about 120 respondents report the impression that at least one of their "20 best friends" is using heroin. Similarly, about 160 senior high school students (11.7 per cent of the senior high sample of 1,347 students) reported the impression that at least one of their 20 best friends uses heroin -- but only ten senior high students (0.74 per cent of the 1,347 students) reported that they use heroin. Equally to the point, 1.7 per cent of the respondents, or about 23 or 24 respondents reported that ten or more (50 per cent or more) of their 20 best friends use heroin. Thus, a small fraction of the respondents could account for upwards of 200 heroin-using friends; so, it is obvious, without using further relevant data from Table 21, that respondents were reporting *impressions* -- not giving a verifiable head count in response to the questions "how many of your 20 best friends use" each of the six drugs listed on Tables 20 and 21.

From the standpoint of educational planning, perhaps the most useful data on Tables 20 and 21 are found in Part B of those tables, which reviews the data on the percentages of respondents who feel that their peers are *experimenting* with drugs, as distinguished from *using* them.

The impression that teenagers are experimenting with drugs is far more widespread than the impression that they are using drugs. In the senior high school, the percentage of the respondents who believe that no one in the school is experimenting with marijuana drops almost to the vanishing point (3.1 per cent); less than 15 per cent of the respondents feel that there is no experimentation among teenagers in senior high school with amphetamines, LSD, barbiturates, and glue; and less than one-third of the senior high respondents feel that no one is experimenting with heroin.

It is important to point out, however, that the great majority of senior high students feel that, except for marijuana, *experimentation is limited to between one and five per cent of their colleagues*, school-wide. Note that the percentages of respondents who think that between one and five per cent of all teenagers of senior high school age are experimenting is 55.2 per cent for amphetamines, 60.6 per cent for LSD, 59.7 per cent for barbiturates, 57.1 per cent for glue, and 59.0 per cent for heroin. One may add to these figures those respondents who think that more than five per cent but not more than ten per cent of the senior high students are experimenting with drugs. This adds another 14.5 per cent of respondents for amphetamines, 10.9 per cent for LSD, 11.7 per cent for barbiturates, 11.0 per cent for glue, and 5.3 per cent for heroin. Relatively few respondents think that more than 15 per cent of the senior high students are experimenting with these five drugs.

Marijuana is looked upon differently, however. For this drug, 29.8 per cent of the respondents see experimentation limited to one to five per cent of the senior high school students, and another 19.4 per cent see experimentation with marijuana limited to no more than ten per cent, of their senior high colleagues. This means that just about half the senior high respondents feel that between 20 per cent to more than 50 per cent of the students of senior high age are experimenting with marijuana.

Looking at their school as a whole (the "1,000 students in my school"), junior high respondents in large numbers feel that between one and five per cent of their schoolmates are experimenting with drugs. Specifically, the percentages of respondents attributing experimentation (Part B of Table 20) to between one and five per cent of their colleagues are 55.7 per cent for marijuana, 45.5 per cent for amphetamines, 46.8 per cent for LSD, 42.3 per cent for barbiturates, 52.2 per cent for glue, and 34.3 per cent for heroin. Another 10.1 per cent of the respondents think that as many as ten per cent of their schoolmates are experimenting with marijuana, and another 9.5 per cent of the respondents think that as many as ten per cent of their classmates are experimenting with glue.

In summary, large numbers of secondary students feel that between one and ten per cent of their colleagues are experimenting with all six drugs named in Tables 20 and 21. In the senior high school about one-fourth of the respondents feel that experimentation with marijuana involves from 20 per cent to more than 50 per cent of their colleagues. In the junior high school, respondents feel that marijuana and glue are both getting a somewhat larger share of experimentation than the other drugs. There is thus a pervasive atmosphere of belief that a relatively small number of students are experimenting with all drugs and that glue in the junior high school and marijuana in both junior and senior high school is getting considerably more experimentation than the other drugs.

ESTIMATES OF USE OF AND EXPERIMENTATION WITH CIGARETTES AND ALCOHOL

As regards cigarettes and alcohol, the great majority of secondary school students feel that experimentation and use are widespread. Table 22 summarizes the relevant data.

Still evident is the tendency, noted earlier, for students to ascribe non-use and non-experimentation more to their "20 best friends" than to the "100 acquaintances whose names I know" or to the "1,000 students in my school"; but the percentage of students considered non-users and non-experimenters is very low, compared with the estimates for the six drugs discussed in the preceding section.

These data, excerpted from the top row of Part A of Table 22, clarifies these points regarding respondents' perceptions of non-users of cigarettes and alcohol among their peers.

	Per Cent of Respondents Attributing Non-Use of Product among Peer Group Specified:			
	Cigarettes		Alcohol	
	Jr. High	Sr. High	Jr. High	Sr. High
Among my 20 best friends	22.3	9.1	43.0	23.6
Among 100 acquaintances whose names I know	13.6	2.1	35.1	9.2
Among the 1,000 students in my school	4.6	1.0	19.5	3.6

The following data excerpted from the top row of Part B of Table 22 document these points as regards experimenters with cigarettes and alcohol among their peers.

	Per Cent of Respondents Attributing Non-Experimentation with Product among Peer Group Specified:			
	Cigarettes		Alcohol	
	Jr. High	Sr. High	Jr. High	Sr. High
Among my 20 best friends	11.3	3.4	23.2	6.2
Among 100 acquaintances whose names I know	7.1	1.0	18.5	1.9
Among the 1,000 students in my school	2.5	0.7	8.0	1.0

TABLE 22

JUNIOR AND SENIOR HIGH STUDENTS' ESTIMATES REGARDING EXPERIMENTATION WITH AND USE OF CIGARETTES AND ALCOHOLIC DRINKS BY FRIENDS, ACQUAINTANCES, AND SCHOOL MATES

RESPONDENTS CLASSIFIED BY SCHOOL LEVEL (JR. OR SR. HIGH SCHOOL)

A. PER CENT OF RESPONDENTS ESTIMATING *EXTENT OF USE* OF NAMED PRODUCT BY INDICATED PEER GROUP

PER CENT OF PEER GROUP ESTIMATED TO BE USERS:	PEER GROUP I				PEER GROUP II				PEER GROUP III			
	"MY 20 BEST FRIENDS				"THE 100 ACQUAINTANCES WHOSE NAMES I KNOW"				"THE 1,000 STUDENTS IN MY SCHOOL"			
	CIGARETTES		ALCOHOL DRINK		CIGARETTES		ALCOHOL DRINK		CIGARETTES		ALCOHOL DRINK	
	JR.	SR.	JR.	SR.	JR.	SR.	JR.	SR.	JR.	SR.	JR.	SR.
0%	22.3	9.1	43.0	23.6	13.6	2.1	35.1	9.2	4.6	1.0	19.5	3.6
1%					5.3	0.7	6.4	2.5	8.2	0.7	16.4	5.0
2%					4.8	0.5	7.4	3.2	6.9	0.4	9.7	4.2
3%					6.7	1.6	6.9	5.4	8.2	1.1	9.7	4.7
4%					2.8	1.5	3.3	2.5	6.8	1.6	5.8	3.4
5%	6.6	3.2	6.0	4.1	7.6	3.8	7.6	6.6	7.8	2.5	5.9	5.9
1-5%	6.6	3.2	6.0	4.1	40.8	10.2	66.7	29.4	42.5	7.3	67.0	26.8
7%					7.1	6.7	4.5	7.5	6.3	3.7	5.2	5.7
10%	5.6	4.5	6.3	5.4	9.3	9.4	7.1	10.4	11.6	8.5	7.8	10.2
7-10%	5.6	4.5	6.3	5.4	16.4	16.1	11.6	17.9	17.9	12.2	13.0	15.9
12-15%	5.7	4.3	5.0	4.8	12.7	17.6	7.8	12.1	11.2	13.4	5.9	10.3
20-29%	11.3	11.3	10.1	11.8	6.5	8.5	3.4	8.0	7.9	13.3	3.3	11.8
30-39%	5.1	5.2	3.1	3.1	6.9	9.3	2.9	9.0	6.4	15.1	3.7	12.2
40-49%	3.4	4.9	2.2	5.5	2.8	6.9	0.9	4.9	4.1	10.7	1.9	5.9
50% OR MORE	35.7	55.3	19.1	39.2	11.7	30.1	4.5	17.0	7.9	26.5	3.1	15.6
NO RESPONSE	4.3	2.2	5.2	2.5	2.2	1.3	2.2	1.7	2.1	1.5	2.1	1.5
PER CENT OF PEER GROUP ESTIMATED TO BE EXPERIMENTERS:	B. PER CENT OF RESPONDENTS ESTIMATING EXTENT OF EXPERIMENTATION WITH NAMED PRODUCT BY INDICATED PEER GROUP											
0%	11.3	3.4	23.2	6.2	7.1	1.0	18.5	1.9	2.5	0.7	8.0	1.0
1%					3.6	0.5	5.2	0.9	3.4	0.4	8.5	0.9
2%					3.8	0.4	5.7	1.0	3.6	0.1	6.2	0.9
3%					5.2	1.0	5.1	2.2	4.5	0.4	9.7	1.5
4%					4.1	1.1	4.8	1.7	4.8	0.7	7.0	1.5
5%	5.5	1.3	6.3	1.6	6.3	2.2	7.1	4.0	6.2	1.3	6.2	3.3
1-5%	5.5	1.3	6.3	1.6	30.1	6.2	46.4	11.7	25.0	3.6	45.6	9.1
7%					6.8	3.9	5.9	3.6	5.2	2.4	5.7	2.5
10%	5.2	1.7	6.6	3.1	9.0	6.1	8.7	7.0	11.5	4.6	10.9	6.1
7-10%	5.2	1.7	6.6	3.1	15.8	10.0	14.6	10.6	16.7	7.0	16.6	8.6
12-15%	4.7	3.1	4.8	3.4	16.1	21.0	11.8	18.8	12.7	6.7	9.5	8.8
20-29%	11.3	8.9	12.0	10.1	6.8	5.4	6.4	5.7	12.8	15.7	8.3	14.3
30-39%	5.0	3.2	4.8	3.0	7.1	6.3	5.6	5.6	10.0	9.5	6.6	10.2
40-49%	4.5	4.0	3.7	2.3	3.4	5.2	2.8	5.7	5.5	11.4	3.0	9.4
50% OR MORE	49.6	73.1	35.7	69.0	18.9	45.1	10.0	40.9	15.4	44.7	8.6	38.3
NO RESPONSE	2.9	1.3	2.9	1.3	1.8	0.8	2.4	1.0	1.9	1.4	1.8	1.3

A special point to be made regarding cigarettes and alcohol is that relatively large percentages of respondents feel that 50 per cent or more of their closest friends are using these products, as indicated here in data excerpted from Table 22.

	Per Cent of Respondents Estimating that 50 Per Cent or More of the Members of the Peer Groups Named are Using:			
	Cigarettes		Alcohol	
	Jr. High	Sr. High	Jr. High	Sr. High
Among my 20 best friends	35.7	55.3	19.1	39.2
Among 100 acquaintances whose names I know	11.7	30.1	4.5	17.0
Among the 1,000 students in my school	7.9	26.5	3.1	15.6

The "climate" for cigarettes and alcohol thus appears to be far stronger than the "climate for drugs." This circumstance does not, of course, reduce the importance of the latter, but it does emphasize the fact that the climate for cigarettes and alcohol among teenagers presents a challenging issue to the home, the school, and the community as a whole.

RESPONDENTS' PERCEPTIONS OF TRENDS IN USE OF AND EXPERIMENTATION WITH DRUGS

There is a strong feeling among students (junior and senior high) that the use of and experimentation with marijuana, alcohol and cigarettes is increasing. As Table 23 shows, approximately 63 per cent of all students see experimentation with marijuana and alcoholic drinks as increasing among teenagers, and 68 per cent believe experimentation with cigarettes is increasing. Regular use of marijuana is believed to be increasing by 55 per cent of the senior high students. Experimentation with amphetamines and barbiturates is seen to be increasing by 25 per cent of the students while 40 per cent see experimentation with LSD as increasing. Experimentation with and use of glue and heroin are not generally perceived by students as increasing.

With the exception of glue (28 per cent) and LSD (17 per cent) less than 15 per cent of the students feel that use of and experimentation with drugs are decreasing.

Students consistently responded with an opinion about the increase or decrease of the use of alcohol and cigarettes, but a substantial number of students replied "I don't know" to the same questions about the use of and experimentation with the other six products considered in the study. Thus 57 per cent of the students replied "I don't know" to the question about the increase or decrease in use of heroin, 53 per cent for amphetamines and barbiturates, 37 per cent for glue, and 33 per cent for LSD. Twenty-three per cent answered "I don't know" to the same question about marijuana. Students' lack of sophistication of knowledge about heroin, barbiturates and amphetamines seems evident from their response to this question as well as in many other questions in the survey about these drugs.

TABLE 23

A. FEELINGS ABOUT TRENDS IN THE EXPERIMENTION WITH DBUGS AMONG TEENAGERS
[RESPONDENTS CLASSIFIED BY SCHOOL LEVEL (JR. OR SR. HIGH SCHOOL)]

DO YOU FEEL THE % OF TEENS WHO ARE OCCASIONAL EXPERIMENTERS WITH:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
	Jr. %	Sr. %	Total %	Jr. %	Sr. %	Total %	Jr. %	Sr. %	Total %	Jr. %	Sr. %	Total %	Jr. %	Sr. %	Total %	Jr. %	Sr. %	Total %	Jr. %	Sr. %	Total %	Jr. %	Sr. %	Total %
Is Increasing	56	71	63	22	28	25	41	38	40	23	28	25	25	17	21	62	63	63	76	59	68	18	16	17
Is Decreasing	6	5	5	9	10	10	12	18	15	9	10	9	21	36	28	5	4	4	8	13	11	13	14	13
Staying About the Same	12	11	12	13	18	15	15	16	16	12	18	15	20	14	17	20	28	24	12	25	18	14	15	15
Don't Know	26	13	20	55	44	49	30	27	28	55	43	49	33	32	33	12	4	8	4	2	3	54	55	54
No Response	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1

B. FEELINGS ABOUT TRENDS IN THE USE OF DRUGS AMONG TEENAGERS
[RESPONDENTS CLASSIFIED BY SCHOOL LEVEL (JR. OR SR. HIGH SCHOOL)]

DO YOU FEEL THE % OF TEENS WHO ARE REGULAR USERS OF:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
	Jr. %	Sr. %	Total %	Jr. %	Sr. %	Total %	Jr. %	Sr. %	Total %	Jr. %	Sr. %	Total %	Jr. %	Sr. %	Total %	Jr. %	Sr. %	Total %	Jr. %	Sr. %	Total %	Jr. %	Sr. %	Total %
Is Increasing	38	55	46	15	21	18	30	29	30	18	21	20	20	12	16	55	54	54	69	54	62	15	13	14
Is Decreasing	12	9	10	11	11	11	15	19	17	10	13	11	22	35	28	7	6	6	10	16	13	12	13	13
Is Staying About the Same	19	20	20	16	19	17	19	19	19	13	18	15	20	16	18	23	33	28	13	26	19	14	17	15
Don't Know	30	16	23	57	48	53	34	32	33	57	47	53	37	36	37	14	7	11	7	3	5	58	56	57
No Response	1	0	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1

PERCEPTION OF USE OF DRUGS BY EACH SEX

Boys in both junior high and senior high school generally feel that boys make greater use of drugs than girls, as can be seen from Table 24. Only for cigarettes did boys consistently say that use was about the same for both sexes. On the other hand, for amphetamines and barbiturates girls who had an opinion tended to divide about equally into a group who feel that boys are greater users than girls and a group who feel girls equal boys in use. For marijuana, girls' estimates shifts gradually between Grade 7 and Grade 12, starting with the opinion that boys are greater users than girls and ending with the opinion that use by both sexes is about equal.

About 60 per cent of the students think boys make greater use of alcohol, than do girls, while this same percentage think boys and girls are equal users of cigarettes.

From the data available it appears that both girls and boys of all ages are reluctant to say girls make greater use of drugs than do boys. Only for use of cigarettes is a large number of respondents ready to say that girls are the equals of boys. Whether the responses on these questions are unduly biased by tradition and preconception or actually represent reality is a matter for speculation.

TABLE 24

PERCEPTIONS OF DIFFERENCES BETWEEN MALES' AND FEMALES' USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES
(RESPONDENTS CLASSIFIED BY GRADE AND SEX)

WHICH SEX DO YOU THINK IS THE GREATER USER OF:	GRADE: 7		GRADE: 8		GRADE: 9		JUNIOR HIGH		GRADE: 10		GRADE: 11		GRADE: 12		SENIOR HIGH		TOTALS		
	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	TOTAL %
MARIJUANA																			
BOYS	57*	43	56	41	50	41	54	42	52	38	45	33	42	33	47	35	51	38	45
GIRLS	3*	2	6	4	4	3	5	3	3	3	3	2	5	2	4	2	4	3	3
ABOUT SAME	25*	39	24	38	31	43	27	40	31	50	40	53	38	56	36	53	32	46	39
AMPHETAMINES																			
BOYS	41	23	40	26	28	19	37	22	35	25	35	21	27	26	33	24	35	23	29
GIRLS	7	3	8	5	6	9	7	6	7	14	8	10	8	7	8	10	7	8	8
ABOUT SAME	14	24	16	22	21	24	17	23	23	22	20	24	15	28	19	24	18	24	21
LSD																			
BOYS	57	30	50	38	36	35	48	34	48	36	39	36	33	37	40	36	44	35	40
GIRLS	2	4	7	3	3	3	4	3	3	3	3	2	4	2	3	2	4	3	3
ABOUT SAME	25	48	25	37	29	40	27	42	24	39	32	36	30	36	28	37	27	39	33
BARBITURATES																			
BOYS	34	18	33	22	24	19	30	20	29	21	28	17	25	22	27	20	29	20	25
GIRLS	11	3	11	10	10	13	11	9	14	13	9	10	9	11	11	11	11	10	10
ABOUT SAME	16	25	20	22	22	25	20	24	22	23	24	25	16	26	21	25	20	25	22
GLUE																			
BOYS	46	26	57	44	52	42	52	37	55	43	49	44	44	44	49	44	51	40	46
GIRLS	6	3	4	5	3	5	4	4	2	2	2	1	2	0	2	1	3	3	3
ABOUT SAME	22	40	18	22	19	23	20	28	14	23	12	22	8	17	12	21	16	24	20
ALCOHOLIC DRINKS																			
BOYS	62	47	62	53	64	48	63	50	66	58	74	71	71	66	70	65	66	57	62
GIRLS	2	3	2	1	0	1	2	2	1	2	0	0	0	1	1	1	1	1	1
ABOUT SAME	24	39	29	34	28	46	27	40	26	37	21	25	24	32	24	31	25	36	31
CIGARETTES																			
BOYS	33	16	37	15	34	17	35	16	24	24	26	25	31	29	27	26	31	21	26
GIRLS	7	9	9	10	3	7	7	9	7	4	5	9	6	8	6	7	6	8	7
ABOUT SAME	51	69	49	67	55	72	52	69	63	69	63	62	57	63	61	65	56	67	62
HEROIN																			
BOYS	36	19	47	25	29	19	37	21	34	26	37	19	33	24	35	23	36	22	29
GIRLS	3	1	2	1	2	1	2	1	2	2	0	1	2	1	1	1	2	1	2
ABOUT SAME	19	23	16	19	17	25	17	23	17	15	12	20	9	20	13	18	15	20	18

*"BOYS" PLUS "GIRLS" PLUS "ABOUT SAME" DO NOT EQUAL 100% BECAUSE THE "NO RESPONSE" CATEGORY IS NOT IN THE TABLE. THE PER CENT OF STUDENTS NOT ANSWERING THIS QUESTION IS 100 MINUS THE SUM OF "BOYS" PLUS "GIRLS" PLUS "ABOUT SAME" PER CENT FOR EACH GRADE AND SEX GROUP.

PERCEPTIONS OF THE ACADEMIC STATUS OF STUDENTS WHO USE DRUGS

In response to the question on their perceived image of the drug user, large percentages of students in both junior high and the senior high school, responded "I don't know," except for the use of marijuana, alcohol, and cigarettes, indicating a lack of position on this matter for the user of amphetamines, LSD, barbiturates, glue, and heroin.

Where they did offer a response other than "I don't know," junior high school students envisaged the drug user as the failing student, while the user of cigarettes and alcohol was seen as an average student. These findings are supported by the data in Table 25 (a two-page table) in which it will be noted that for Grades 7-9, 59 per cent of the boys and 57 per cent of the girls see the marijuana user as a failing student, 58 per cent of the boys and 57 per cent of the girls feel the same way about the LSD user, 45 per cent of the boys and 40 per cent of the girls see the barbiturate user as a failing student, and 45 per cent of the boys and 37 per cent of the girls feel the same way about the glue sniffer.

Senior high students have an image of the users of marijuana, alcohol and cigarettes as the average student, while for the other drugs the perceived image of the user is that of the failing student.

A noteworthy point is that the percentage of students who perceive the image of the drug users to be the honor roll student, while small in all grades, increases with each grade. One explanation may be that as the students get older, the use of drugs, alcohol and cigarettes increases in the general population and, as a consequence, the possibility that honor students can be using these products receives increasing recognition.

TABLE 25

PERCEPTIONS OF ACADEMIC STATUS OF USERS OF DRUGS, ALCOHOLIC DRINKS, AND CIGARETTES
(RESPONDENTS CLASSIFIED BY GRADE AND SEX)

WHICH KIND OF STUDENTS IS THERE THE GREATEST USE OF:	GRADE: 7		GRADE: 8		GRADE: 9		JUNIOR HIGH		GRADE: 10		GRADE: 11		GRADE: 12		SENIOR HIGH		TOTALS		
	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	TOTAL %
MARIJUANA																			
HONOR ROLL	1	1	3	3	3	3	2	2	5	5	5	7	9	11	6	7	4	5	5
AVERAGE	10	13	17	17	21	28	16	19	30	36	40	41	46	44	38	40	27	30	28
FAILING	66	66	61	60	50	45	59	57	46	39	28	26	22	24	32	30	46	43	45
DON'T KNOW	21	19	17	19	21	22	20	20	15	16	22	23	18	16	19	19	19	19	19
NO RESPONSE	2	1	2	1	5	2	3	2	4	4	5	3	5	5	5	4	4	3	3
AMPHETAMINES																			
HONOR ROLL	1	1	1	1	2	2	1	1	3	3	3	2	2	2	3	2	2	2	2
AVERAGE	5	5	10	10	9	12	8	9	13	20	17	16	18	19	16	18	12	14	13
FAILING	49	47	49	47	43	35	47	43	43	29	31	26	20	23	31	26	39	35	37
DON'T KNOW	43	46	37	41	43	49	41	46	38	46	47	56	57	53	47	52	44	48	46
NO RESPONSE	2	1	3	1	3	2	3	1	3	2	2	0	3	3	3	2	3	1	2
LSD																			
HONOR ROLL	1	1	4	2	2	4	2	2	5	3	5	3	8	7	6	4	4	3	4
AVERAGE	7	11	10	12	11	15	10	13	14	23	20	19	23	21	19	21	14	17	15
FAILING	63	66	60	58	51	48	58	57	49	42	36	35	25	26	37	35	48	46	47
DON'T KNOW	25	20	24	26	33	31	27	26	30	29	37	42	41	43	36	38	31	32	32
NO RESPONSE	4	2	2	2	3	2	3	2	2	3	2	1	3	3	2	2	3	2	2
BARBITURATES																			
HONOR ROLL	1	1	2	2	2	2	2	2	2	1	2	3	4	2	3	2	2	2	2
AVERAGE	4	7	9	10	11	11	8	9	11	17	16	16	17	20	15	18	11	13	13
FAILING	46	43	51	44	38	34	45	40	43	32	30	27	20	22	31	27	39	34	36
DON'T KNOW	46	47	36	42	46	51	42	47	41	47	50	54	55	53	48	51	45	49	47
NO RESPONSE	3	2	2	2	3	2	3	2	3	3	2	0	4	3	3	2	3	2	2
GLUE																			
HONOR ROLL	1	1	4	3	2	1	2	2	3	1	1	1	2	0	2	1	2	1	2
AVERAGE	17	23	20	24	23	23	20	23	18	24	19	14	18	16	18	18	19	21	20
FAILING	48	42	49	36	38	35	45	37	38	29	34	29	25	32	32	30	39	34	36
DON'T KNOW	31	32	25	35	35	39	30	36	38	44	44	54	52	51	45	49	37	42	40
NO RESPONSE	3	2	2	2	2	2	3	2	3	2	2	2	3	1	3	2	3	2	2

PERCEPTIONS OF ACADEMIC STATUS OF USERS OF DRUGS, ALCOHOLIC DRINKS, AND CIGARETTES - CONTINUED - TABLE 25
(RESPONDENTS CLASSIFIED BY GRADE AND SEX)

WHICH KIND OF STUDENTS IS THERE THE GREATEST USE OF:	GRADE: 7		GRADE: 8		GRADE: 9		JUNIOR HIGH		GRADE: 10		GRADE: 11		GRADE: 12		SENIOR HIGH		TOTALS		
	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	TOTAL %
ALCOHOLIC DRINKS																			
HONOR ROLL	3	1	5	3	4	2	4	2	4	5	6	2	3	5	4	4	4	3	4
AVERAGE	29	36	40	44	46	51	38	44	61	63	63	64	67	66	64	64	50	54	52
FAILING	44	40	37	30	28	27	36	32	19	15	9	13	13	13	14	14	26	23	24
DON'T KNOW	21	21	15	19	14	15	17	18	9	11	13	15	10	8	11	12	14	15	14
NO RESPONSE	3	2	3	4	8	5	5	4	7	6	9	6	7	8	7	6	6	5	6
CIGARETTES																			
HONOR ROLL	5	3	5	6	4	3	5	3	4	5	3	2	2	3	3	4	4	3	4
AVERAGE	38	52	43	58	49	58	43	56	60	70	63	69	66	72	63	70	53	63	58
FAILING	34	27	34	16	20	19	30	21	15	8	8	9	11	10	11	8	21	15	18
DON'T KNOW	19	15	14	13	13	12	15	14	12	9	13	13	10	7	12	10	13	12	12
NO RESPONSE	4	3	4	7	14	8	7	6	9	8	13	7	11	8	11	8	9	7	8
HEROIN																			
HONOR ROLL	1	1	2	1	2	2	2	1	3	1	2	2	3	1	3	1	2	1	2
AVERAGE	5	7	5	8	4	6	5	7	6	10	4	5	8	8	6	8	5	7	6
FAILING	47	45	52	43	46	35	48	41	41	31	34	29	26	32	34	31	42	36	39
DON'T KNOW	45	46	39	46	45	56	43	50	48	54	58	63	59	57	54	58	49	54	51
NO RESPONSE	2	1	2	2	3	1	2	1	2	4	2	1	4	2	3	2	2	2	2

PERCEPTIONS OF LOCATION OF GREATEST USE OF DRUGS

The students were asked where they feel there is the greatest use of drugs -- inside Washington, D. C., near Washington, in the suburbs, or in rural areas more remote from Washington.

In general, the biggest single response to this question was "I don't know," with between one-fourth and one-half of the respondents selecting this option for almost all the drugs listed. As Table 26 indicates, the greatest "I don't know" response was for barbiturates. Among the junior high respondents 48 per cent of the boys and 58 per cent of the girls selected this response for barbiturates; and in the senior high schools 42 per cent of the boys and 51 per cent of the girls chose the "I don't know" option. Among the junior high respondents the percentages of boys and girls selecting this option for the other drugs were 29 and 35 per cent for marijuana, 47 and 58 for amphetamines, 34 and 40 for LSD, 38 and 52 for glue, and 24 and 32 for alcoholic drinks, 25 and 32 for cigarettes and 43 and 58 for heroin. Comparable percentage data for the "I don't know" response among senior high boys and girls were 21 and 26 for marijuana, 42 and 49 for amphetamines, 31 and 38 for LSD, 42 and 51 for barbiturates, 42 and 52 for glue, 22 and 26 for alcoholic drinks, 33 and 34 for cigarettes, and 34 and 48 for heroin.

Clearly, many students felt unable to answer this question with satisfaction to themselves.

Those junior high school respondents who did elect to nominate a center for greatest use of drugs tended to locate it in Washington, D. C. for marijuana, amphetamines, LSD, barbiturates, alcoholic drinks, and heroin and to feel that the suburbs were about equal to Washington as regards use of glue and cigarettes.

Among the junior high respondents, 20 per cent of the boys and 16 per cent of the girls felt that the suburbs are the site of the greatest use of marijuana, but this is considerably lower than the impression of 33 per cent of the junior high boys and 29 per cent of the girls that greatest use of marijuana in the immediate area occurs in Washington, D. C. This impression is reversed, however, among senior high respondents, among whom 36 per cent of the boys and 32 per cent of the girls feel that the suburbs, in which they live, are the site of the greatest use of marijuana, as compared with 21 per cent of both the senior high boys and girls, who feel that Washington, D. C. is the site of the greatest use of marijuana.

Among the senior high school students who elected an answer other than "I don't know," there seemed to be a general impression that, except for heroin in Washington and marijuana in the suburbs, there is not much difference between the use of drugs in the suburbs and in Washington. If anything, slightly greater percentages of senior high students located greatest use of amphetamines, glue, and cigarettes in the suburbs than located the greatest use of these products in Washington.

In summary, junior high school students see Washington, D. C., as the center of greatest drug use in the vicinity of their homes. Senior high school students see Washington, D. C., as the site of greatest use of heroin and the suburbs as the center of marijuana use. They feel there is nearly equal use of other drugs in both places.

TABLE 26

STUDENTS' PERCEPTIONS OF THE RELATIONSHIP BETWEEN LOCATION OF SCHOOLS AND USE OF SPECIFIED DRUGS
(RESPONDENTS CLASSIFIED BY GRADE AND SEX)
NOTE: THIS IS PAGE 1 OF A 2-PAGE TABLE.

WHAT DO YOU FEEL IS THE LOCATION OF SCHOOLS WHERE THERE IS THE GREATEST USE:	GRADE: 7		GRADE: 8		GRADE: 9		JUNIOR HIGH		GRADE: 10		GRADE: 11		GRADE: 12		SENIOR HIGH		TOTALS		
	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	TOTAL %
MARIJUANA																			
INSIDE WASHINGTON, D. C.	34	30	30	25	36	32	33	29	31	27	14	19	16	18	21	21	27	25	26
NEAR WASHINGTON, D. C.	9	11	11	13	9	15	10	13	12	13	15	12	19	14	15	13	12	13	13
IN SUBURBS	13	8	24	16	22	23	20	16	29	23	40	33	41	41	36	32	28	24	26
IN RURAL AREAS	5	6	4	4	4	4	4	5	4	5	2	3	1	2	3	4	3	4	4
DON'T KNOW	35	43	27	39	24	23	29	35	20	29	23	29	19	20	21	26	25	31	28
NO RESPONSE	4	2	4	3	5	3	4	2	4	3	6	4	4	5	4	4	5	3	3
AMPHETAMINES																			
INSIDE WASHINGTON, D. C.	22	18	22	20	25	23	23	20	26	25	17	19	19	19	21	21	22	21	21
NEAR WASHINGTON, D. C.	7	5	9	6	9	11	9	8	10	5	13	9	9	9	11	8	10	8	9
IN SUBURBS	13	6	18	8	12	10	14	8	18	15	21	20	20	18	20	17	17	12	15
IN RURAL AREAS	3	4	4	4	3	3	3	4	1	3	3	1	1	1	2	2	3	3	3
DON'T KNOW	51	64	43	59	47	50	47	58	41	50	41	50	47	49	42	49	45	53	49
NO RESPONSE	4	3	4	3	4	3	4	2	4	2	5	1	4	4	4	3	3	3	3
LSD																			
INSIDE WASHINGTON, D. C.	32	27	33	25	36	31	33	27	31	29	18	21	24	23	24	25	29	26	28
NEAR WASHINGTON, D. C.	9	12	8	13	7	17	8	14	13	8	17	13	14	12	15	11	11	13	12
IN SUBURBS	14	9	19	13	15	13	16	12	21	19	26	21	25	20	24	20	20	16	18
IN RURAL AREAS	6	5	4	3	4	5	4	4	4	4	2	2	1	1	2	3	3	4	3
DON'T KNOW	34	45	32	44	33	33	34	40	27	38	33	39	33	38	31	38	32	39	36
NO RESPONSE	5	2	4	2	5	2	5	3	4	2	4	4	3	6	4	3	5	2	3
BARBITURATES																			
INSIDE WASHINGTON, D. C.	21	19	24	20	24	21	23	20	29	23	17	19	20	17	22	20	23	20	21
NEAR WASHINGTON, D. C.	7	5	9	8	9	10	8	7	11	6	15	8	8	13	11	9	10	8	9
IN SUBURBS	14	6	17	9	12	11	14	9	17	13	18	17	21	15	18	15	16	12	14
IN RURAL AREAS	3	4	4	2	2	3	3	3	2	5	3	1	1	2	2	3	3	3	3
DON'T KNOW	51	64	43	58	49	53	48	58	38	51	42	53	46	50	42	51	45	55	50
NO RESPONSE	4	2	3	3	4	2	4	3	3	2	5	2	4	3	5	2	3	2	3
GLUE																			
INSIDE WASHINGTON, D. C.	21	15	18	14	24	20	21	16	20	15	15	16	16	11	17	14	19	15	17
NEAR WASHINGTON, D. C.	8	7	9	8	8	10	8	8	12	4	9	5	8	7	10	5	9	7	8
IN SUBURBS	21	13	25	15	21	19	22	16	23	21	22	21	21	21	22	21	22	18	20
IN RURAL AREAS	6	6	7	6	5	4	6	5	5	6	5	4	6	5	5	5	6	5	5
DON'T KNOW	40	55	36	54	38	46	38	52	37	51	43	51	46	52	42	52	40	52	46
NO RESPONSE	4	3	5	3	4	1	5	3	3	3	5	3	3	4	4	3	4	3	4

TABLE 26 CONTINUED

STUDENTS' PERCEPTIONS OF THE RELATIONSHIP BETWEEN LOCATION OF SCHOOLS AND USE OF SPECIFIED DRUGS

(RESPONDENTS CLASSIFIED BY GRADE AND SEX)

NOTE: THIS IS PAGE 2 OF A 2-PAGE TABLE.

WHAT DO YOU FEEL IS THE LOCATION OF SCHOOLS WHERE THERE IS THE GREATEST USE:	GRADE: 7		GRADE: 8		GRADE: 9		JUNIOR HIGH		GRADE: 10		GRADE: 11		GRADE: 12		SENIOR HIGH		TOTALS		
	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	TOTAL %
ALCOHOLIC DRINKS																			
INSIDE WASHINGTON, D. C.	30	28	35	26	33	33	32	29	34	28	29	29	37	36	33	31	33	30	32
NEAR WASHINGTON, D. C.	14	9	8	8	8	11	10	10	12	8	11	12	7	14	10	11	10	10	10
IN SUBURBS	16	12	18	16	24	21	19	16	19	21	23	25	16	17	19	21	19	19	19
IN RURAL AREAS	7	9	7	7	7	5	7	7	4	5	7	2	4	3	5	4	6	5	6
DON'T KNOW	28	37	25	35	19	25	24	32	21	32	18	26	26	19	22	26	23	29	26
NO RESPONSE	5	5	8	8	9	5	8	6	10	6	12	6	10	11	11	7	9	7	7
CIGARETTES																			
INSIDE WASHINGTON, D. C.	25	21	23	20	19	20	22	21	20	16	16	13	19	13	19	14	20	17	19
NEAR WASHINGTON, D. C.	9	8	8	8	9	9	8	8	13	10	9	9	7	13	10	11	9	10	9
IN SUBURBS	25	18	27	20	31	29	27	23	24	25	21	28	18	25	21	26	24	24	24
IN RURAL AREAS	7	11	9	7	6	6	7	8	3	5	5	4	4	2	4	4	6	6	6
DON'T KNOW	28	36	25	36	22	27	25	32	27	34	34	35	40	32	33	34	29	33	31
NO RESPONSE	6	6	8	9	14	9	11	8	13	10	15	11	12	15	13	11	12	10	11
HEROIN																			
INSIDE WASHINGTON, D. C.	28	18	33	23	36	31	32	24	44	33	46	32	52	45	47	36	39	30	35
NEAR WASHINGTON, D. C.	5	6	8	7	6	8	6	7	7	3	8	7	4	4	6	5	6	6	6
IN SUBURBS	10	7	12	6	8	3	10	5	9	5	6	9	7	6	7	6	9	6	7
IN RURAL AREAS	5	4	4	2	5	3	5	3	1	4	2	1	0	1	1	2	3	3	3
DON'T KNOW	48	63	39	59	42	52	43	58	35	53	35	48	33	41	34	48	39	53	46
NO RESPONSE	4	2	4	3	3	3	4	3	4	2	3	3	4	3	5	3	4	2	3

SECTION IV

RESPONDENTS' PERCEPTIONS ABOUT THE "DRUG SCENE" IN GENERAL

This section reports students' responses to questions about the following:

Hazards of Drug Use and Experimentation

Help Needed by Drug Users

Laws Regarding Drugs

Education on Drugs, Tobacco and Alcohol

Sex Education

Psychological and Social Factors and Drug Use

Effects of Drug Use

Influence of Mass Media and Friends on Drug Use

Types of Peers in Today's Teenage Society

PERCEPTIONS OF DANGERS INVOLVED IN THE USE OF AND EXPERIMENTATION WITH DRUGS

Table 27 demonstrates that students generally feel that there is danger involved in both experimentation with and use of drugs. Junior high students are more concerned than senior high students about the dangers involved in using and experimenting with marijuana. Experimentation with alcohol and cigarettes and regular use of alcohol is perceived as more dangerous by junior high than senior high students. For all other products, greater percentages of senior high respondents than junior high students perceived drugs to be dangerous, as is demonstrated by these figures computed from data on Table 27.

	Per Cent of Respondents Thinking That _Use_ of Drug Named Presents _Strong_ or _Moderate_ Danger		Per Cent of Respondents Thinking That _Experimentation_ with Drug Named Presents _Strong_ or _Moderate_ Danger	
	Jr. Hi.	Sr. Hi.	Jr. Hi.	Sr. Hi.
Marijuana	80*	65*	61*	41*
Amphetamines	69	79	57	64
LSD	90	92	85	88
Barbiturates	70	81	60	71
Glue	76	80	58	63
Alcohol	75	73	42	34
Cigarettes	81	81	55	45
Heroin	78	89	78	89

*These percentages were obtained by adding the percentages for "strong danger" and "moderate danger" on Table 27.

With the exception of marijuana, alcoholic drinks and cigarettes, the respondents perceive a significant amount of danger to be involved in the use of and experimentation with drugs. However, the differences between 100 per cent and the figures shown above are the measure of the per cent of students who feel that there is only slight danger or no danger or who profess not to know. These composite percentages range from ten per cent (for LSD) to 31 per cent (for amphetamines) in junior high and from eight per cent (for LSD) to 35 per cent (for marijuana) in senior high for use of drugs; and, for experimentation, they range from 15 per cent (for LSD) to 58 per cent (for alcohol) in junior high and from 11 per cent (for heroin) to 66 per cent (for alcohol) in senior high. The very fact that there are substantial numbers of both junior and senior high students who perceive no danger involved in use of and experimentation with marijuana, alcoholic drinks and cigarettes is a signal to be considered in educational planning. Cognizance should also be given to the fact that large percentages of both junior high and senior high students (33 and 20 respectively for amphetamines, 31 and 16 for barbiturates, 17 and 13 for glue and 23 and 10 for heroin) respond "I don't know" when asked about dangers involved in experimentation with these drugs. Slightly lower percentages respond "I don't know" regarding regular use of these drugs.

This is another point of interest in educational planning. A large portion of secondary school students appear to be ignorant about drugs and the dangers involved with them. This is echoed by the desire for classes on the effects of these drugs, evidenced in Table 32.

TABLE 27

PERCEPTIONS OF THE DANGER ASSOCIATED WITH EXPERIMENTATION WITH AND REGULAR USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES

[RESPONDENTS CLASSIFIED BY SCHOOL LEVEL (JR. OR SR. HIGH SCHOOL)]

WHAT DEGREE OF DANGER DO YOU FEEL IS CONNECTED WITH EXPERIMENTING WITH:	MARIJUANA		AMPHETAMINES		LSD		BARBITURATES		GLUE		ALCOHOLIC DRINKS		CIGARETTES		HEROIN	
	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %
STRONG DANGER	35	19	34	37	70	75	39	44	31	37	14	8	27	19	61	80
MODERATE DANGER	26	22	23	27	15	13	21	27	27	26	28	26	28	26	11	6
SLIGHT DANGER	22	31	8	13	5	6	7	10	20	20	37	40	28	32	4	2
NO DANGER.	7	22	1	2	1	1	1	2	4	3	15	22	13	19	0	1
DON'T KNOW	9	5	33	20	8	4	31	16	17	13	5	3	3	3	23	10
NO RESPONSE	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

WHAT DEGREE OF DANGER DO YOU FEEL IS CONNECTED WITH REGULAR USE OF:	MARIJUANA		AMPHETAMINES		LSD		BARBITURATES		GLUE		ALCOHOLIC DRINKS		CIGARETTES		HEROIN	
	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %
STRONG DANGER	63	43	60	65	85	86	60	68	56	61	43	39	55	49	74	87
MODERATE DANGER	17	22	9	14	5	6	10	13	20	19	32	34	26	32	4	2
SLIGHT DANGER	8	17	1	3	1	3	2	3	7	6	15	19	11	14	1	1
NO DANGER	3	13	1	1	0	1	0	1	1	1	4	5	3	2	1	1
DON'T KNOW	8	4	28	16	8	3	27	14	15	12	5	2	4	2	20	8
NO RESPONSE	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1

PERCEPTIONS OF HABIT-FORMING EFFECTS OF DRUGS

The data on Table 28 summarizes students' opinions about the habit-forming potential of the eight products surveyed.

For all eight products listed the combined votes for "severely habit-forming" and "mildly habit-forming" exceed by far the votes for "not habit-forming at all" -- both among junior high and senior high respondents' and for boys and girls alike.

Very considerable percentages of both junior and senior high boys and girls claim that they "don't know" whether amphetamines, LSD, barbiturates, and glue are habit-forming. "Don't know" is the largest single response of junior high school boys and girls for amphetamines and glue and of junior high girls for barbiturates. "Don't know" is the largest single response of senior high boys and girls for glue.

Junior high respondents differ most from senior high respondents in their perceptions of the habit-forming qualities of marijuana, barbiturates, alcoholic drinks, and heroin. Almost twice as many junior high boys and girls as senior high boys and girls think that marijuana is severely habit-forming. About one-third more senior high school girls than junior high school girls think that barbiturates are severely habit-forming, but between 52 and 53 per cent of the senior high students concede that alcohol is mildly habit-forming.

The largest single "not habit-forming at all" vote is for marijuana by 36.06 per cent of the senior high school boys and 29.97 per cent of the senior high school girls. The products receiving the highest "severely habit-forming" vote are, in the order named, heroin, cigarettes, and LSD for senior high school girls and boys; and cigarettes, LSD, and heroin for junior high students.

The data on Table 28 indicate that there is a general feeling among teenagers that all eight products surveyed are habit-forming, with a dissenting minority claiming that marijuana, glue, and alcohol are not habit-forming.

TABLE 28

STUDENTS' PERCEPTIONS OF HABIT-FORMING EFFECTS OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES

AS YOU SEE IT, HOW HABIT FORMING ARE:	MARIJUANA				AMPHETAMINES				LSD				BARBITURATES			
	JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %
SEVERELY HABIT-FORMING	34.21	38.64	12.22	20.33	34.48	33.66	34.72	37.68	57.79	61.65	42.18	54.30	39.45	35.23	40.98	47.33
MILDLY HABIT-FORMING	25.10	27.70	36.81	39.61	16.14	14.35	23.40	22.85	10.21	12.22	16.10	12.91	14.62	14.63	19.08	19.14
NOT AT ALL	17.52	12.22	36.06	29.97	6.62	3.12	6.41	4.45	7.86	4.68	19.08	14.69	6.21	3.41	6.41	3.56
DON'T KNOW	19.31	20.45	14.16	9.50	38.62	47.59	35.02	33.83	20.28	20.03	21.76	17.21	35.72	45.17	31.89	28.93
NO RESPONSE	3.86	0.59	0.75	0.59	4.14	1.28	0.45	1.19	3.86	1.42	0.88	0.89	4.00	1.56	1.64	1.04

AS YOU SEE IT, HOW HABIT FORMING ARE:	GLUE				ALCOHOLIC DRINKS				CIGARETTES				HEROIN			
	JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %
SEVERELY HABIT-FORMING	21.10	24.86	16.54	24.93	33.52	42.90	20.12	27.89	59.72	67.61	60.51	69.88	53.93	52.84	72.57	73.15
MILDLY HABIT-FORMING	29.52	29.83	28.02	27.89	38.48	35.94	52.76	52.37	22.48	21.59	29.81	24.63	5.79	6.25	3.73	3.71
NOT AT ALL	16.41	10.09	17.73	10.53	12.41	8.81	20.26	14.40	6.49	4.69	5.96	3.12	5.24	3.41	3.58	1.34
DON'T KNOW	28.83	34.08	36.96	35.61	11.59	11.36	6.41	4.45	7.17	5.40	3.27	1.48	30.90	36.22	19.37	20.92
NO RESPONSE	4.14	1.14	0.75	1.04	4.00	0.99	0.45	0.89	4.14	0.71	0.45	0.89	4.14	1.28	0.75	0.88

PERCEPTIONS OF HELP NEEDED BY DRUG USERS

Students were asked to choose among seven different options regarding the help needed by users of each drug surveyed: (1) no help, (2) psychological counseling, (3) discussion in school, (4) religious counseling, (5) family counseling, (6) stricter enforcement, and (7) don't know. Table 29 summarizes the students' responses.

For both junior and senior high respondents "don't know" was the most popular choice for amphetamines, barbiturates, glue, and heroin; and it was also a relatively popular choice for the other four products listed.

Religious counseling was selected by only one or two per cent of the respondents as the help needed by drug users, and received no more than a five per cent vote in any instance. "Discussion in school" was, by and large, second only to religious counseling as least popular choice of help for drug users. Psychological counseling was a popular choice of help suggested for users of amphetamines, LSD, barbiturates, and heroin, which, as a group, seem to have been looked upon as the "real" drugs by the respondents.

In general, the percentage of senior high school students suggesting psychological help for users of these four drugs was somewhat higher than the percentage of junior high students making this same choice. That is, 23 per cent of the junior high boys and 20 per cent of the junior high school girls suggested psychological help for amphetamine users, as compared with 24 per cent of the senior high boys and 29 per cent of the senior high girls. The corresponding pairs of percentages of respondents in the two school levels suggesting psychological help were 30 and 36 vs. 35 and 45 for LSD users; 22 and 23 vs. 27 and 32 for barbiturate users; and 26 and 28 vs. 34 and 40 for heroin users.

The notable differences between junior and senior high respondents in choice of psychological help were for marijuana and glue. One-fourth (25 per cent) of the junior high boys selected psychological help for marijuana users vs. 17 per cent of the senior high boys making this same selection of help; the girls in both school levels voted an identical 27 per cent for psychological help. The vote for psychological help for glue users was 18 per cent by both junior high boys and girls vs. 21 per cent for senior high boys and 26 per cent for senior high girls.

Family counseling received strongest support for users of cigarettes and alcohol, suggesting that these two products may be considered more of a family affair than are the other drugs; but glue sniffing, too, gets a fair-sized vote as being amenable to family counseling.

Stricter enforcement was the second choice of method for helping heroin users, being selected among junior high respondents by 20 per cent of the boys and 15 per cent of the girls, and among the senior high respondents by 20 per cent of the boys and 18 per cent of the girls. For users of all other drugs, "stricter enforcement" was selected by [illegible] per cent to 20 per cent of the junior high students and by eight per cent to 16 per cent of the senior high school students.

TABLE 29

STUDENTS' PERCEPTIONS OF TYPES OF HELP NEEDED BY TEENAGERS USING SPECIFIED DRUGS
(RESPONDENTS CLASSIFIED BY GRADE AND SEX)
NOTE: THIS IS PAGE 1 OF A 3-PAGE TABLE.

WHAT KIND OF HELP DO YOU THINK TEENAGERS NEED WHO USE:	GRADE: 7		GRADE: 8		GRADE: 9		JUNIOR HIGH		GRADE: 10		GRADE: 11		GRADE: 12		SENIOR HIGH		TOTALS		
	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	TOTAL %
BARBITURATES																			
NO HELP	1	1	4	3	4	1	3	1	7	5	7	6	3	5	6	5	4	3	4
PSYCHOLOGICAL COUNSELING	22	17	22	19	21	31	22	23	29	30	27	30	25	35	27	32	25	27	26
DISCUSSION IN SCHOOL	5	3	12	6	8	8	8	6	5	7	7	5	7	8	6	7	7	6	7
RELIGIOUS COUNSELING	1	2	1	1	2	2	1	2	1	1	1	1	4	1	2	1	2	1	1
FAMILY COUNSELING	8	7	8	10	9	7	9	8	5	5	5	8	6	8	5	7	7	8	7
STRICTER ENFORCEMENT	16	12	16	14	13	12	15	13	14	13	14	10	13	12	14	11	14	12	13
DON'T KNOW	43	55	33	44	37	33	38	43	34	34	32	38	35	27	34	33	36	39	37
NO RESPONSE	4	3	4	3	6	6	4	4	5	5	7	2	7	4	6	4	5	4	5
GLUE																			
NO HELP	5	3	8	9	11	4	8	6	8	6	12	5	5	3	8	5	8	5	7
PSYCHOLOGICAL COUNSELING	17	15	17	18	19	21	18	18	23	22	17	26	23	32	21	26	19	22	20
DISCUSSION IN SCHOOL	8	9	10	10	11	10	9	10	8	10	8	7	6	9	7	9	8	9	9
RELIGIOUS COUNSELING	2	2	1	1	0	1	1	2	2	1	2	1	4	1	3	1	2	1	2
FAMILY COUNSELING	18	18	19	17	14	12	17	15	14	13	10	12	12	17	12	14	15	15	15
STRICTER ENFORCEMENT	16	14	15	9	13	17	15	13	13	9	13	10	12	6	13	8	14	11	12
DON'T KNOW	31	35	26	32	27	30	28	32	28	33	32	34	31	26	30	31	29	32	30
NO RESPONSE	3	4	4	4	5	5	4	4	4	6	6	5	7	6	6	6	5	5	5
ALCOHOLIC DRINKS																			
NO HELP	9	7	16	15	21	18	15	13	33	28	43	30	40	36	38	31	26	22	24
PSYCHOLOGICAL COUNSELING	12	12	10	10	9	10	11	10	11	8	4	8	7	12	8	9	9	10	9
DISCUSSION IN SCHOOL	6	7	7	8	7	11	7	9	9	7	10	9	8	7	9	8	8	8	8
RELIGIOUS COUNSELING	3	2	3	2	0	2	2	2	2	1	0	1	5	1	3	1	2	2	2
FAMILY COUNSELING	23	29	25	29	29	26	25	28	19	32	18	27	18	20	18	27	22	27	25
STRICTER ENFORCEMENT	16	16	14	13	11	12	14	14	9	8	6	7	7	10	7	8	11	11	11
I DON'T KNOW	27	23	20	18	15	16	21	19	14	11	14	12	8	8	12	11	17	15	16
NO RESPONSE	4	4	5	5	8	5	5	5	3	5	5	6	7	6	5	5	5	5	5

TABLE 29 CONTINUED

STUDENTS' PERCEPTIONS OF TYPES OF HELP NEEDED BY TEENAGERS USING SPECIFIED DRUGS
(RESPONDENTS CLASSIFIED BY GRADE AND SEX)
NOTE: THIS IS PAGE 3 OF A 3-PAGE TABLE.

WHAT KIND OF HELP DO YOU THINK TEENAGERS NEED WHO USE:	GRADE: 7		GRADE: 8		GRADE: 9		JUNIOR HIGH		GRADE: 10		GRADE: 11		GRADE: 12		SENIOR HIGH		TOTALS		
	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	TOTAL %
MARIJUANA																			
NO HELP	5	4	10	9	14	12	10	9	22	18	32	22	35	30	29	23	19	16	17
PSYCHOLOGICAL COUNSELING	27	26	24	26	25	29	25	27	24	33	13	23	13	25	17	27	21	27	24
DISCUSSION IN SCHOOL	6	9	10	7	7	11	8	9	7	7	12	9	10	7	10	8	9	8	8
RELIGIOUS COUNSELING	1	3	1	1	1	2	1	2	1	1	1	1	4	1	2	1	2	2	2
FAMILY COUNSELING	12	12	10	14	12	10	11	12	11	9	8	13	6	10	8	11	10	11	11
STRICTER ENFORCEMENT	19	16	19	16	14	16	18	16	14	13	11	11	15	9	13	11	15	14	15
DON'T KNOW	27	27	20	23	20	15	22	21	16	13	16	14	12	10	15	13	18	17	18
NO RESPONSE	3	3	6	4	7	5	5	4	5	6	7	7	5	8	6	6	6	5	5
AMPHETAMINES																			
NO HELP	1	0	4	3	4	32	3	2	7	4	9	7	5	7	7	6	5	4	4
PSYCHOLOGICAL COUNSELING	23	15	24	17	23	27	23	20	26	29	23	27	23	31	24	29	23	24	24
DISCUSSION	6	7	10	5	7	10	8	7	4	7	8	4	8	7	7	6	7	7	7
RELIGIOUS COUNSELING	1	3	0	1	2	1	1	2	3	2	1	0	4	1	2	1	2	1	1
FAMILY COUNSELING	8	7	8	8	9	5	9	6	5	6	3	8	6	6	5	7	7	7	7
STRICTER ENFORCEMENT	15	12	14	16	12	16	14	14	16	14	15	10	12	13	15	12	14	13	14
DON'T KNOW	42	53	35	47	35	35	37	45	34	33	33	41	36	30	34	35	36	40	38
NO RESPONSE	4	3	5	3	8	4	5	4	5	5	8	3	6	5	6	4	6	4	5
LSD																			
NO HELP	2	2	4	3	3	3	3	3	9	5	10	5	8	4	9	5	6	4	5
PSYCHOLOGICAL COUNSELING	29	31	29	35	33	43	30	36	38	42	33	44	34	49	35	45	32	40	36
DISCUSSION	5	5	8	6	8	7	7	6	5	8	8	4	7	5	7	5	7	6	6
RELIGIOUS COUNSELING	1	4	1	1	2	2	1	2	2	1	1	1	5	1	2	1	2	2	2
FAMILY COUNSELING	10	13	8	10	8	5	9	9	3	5	4	7	5	3	4	5	6	7	7
STRICTER ENFORCEMENT	22	15	21	16	16	16	20	16	17	18	14	16	16	12	16	15	18	16	17
DON'T KNOW	26	27	24	25	24	19	25	24	20	15	23	18	17	17	20	17	23	20	21
NO RESPONSE	5	3	5	4	6	5	5	4	6	6	7	5	8	9	7	7	6	5	6

TABLE 29 CONTINUED

STUDENTS' PERCEPTIONS OF TYPES OF HELP NEEDED BY TEENAGERS USING SPECIFIED DRUGS
(RESPONDENTS CLASSIFIED BY GRADE AND SEX)
NOTE: THIS IS PAGE 2 OF A 3-PAGE TABLE.

WHAT KIND OF HELP DO YOU THINK TEENAGERS NEED WHO USE:	GRADE: 7		GRADE: 8		GRADE: 9		JUNIOR HIGH		GRADE: 10		GRADE: 11		GRADE: 12		SENIOR HIGH		TOTALS		
	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	TOTAL %
CIGARETTES																			
NO HELP	10	11	16	18	19	24	15	18	32	31	37	33	35	35	35	33	24	25	25
PSYCHOLOGICAL COUNSELING	10	7	9	3	6	6	9	5	9	5	3	3	7	3	6	4	7	4	6
DISCUSSION IN SCHOOL	6	11	11	11	11	11	9	11	14	15	17	13	17	16	16	15	13	13	13
RELIGIOUS COUNSELING	2	1	2	1	0	1	1	1	1	1	1	0	4	0	2	0	2	1	1
FAMILY COUNSELING	27	28	25	30	28	27	27	28	20	26	17	24	15	22	17	24	22	26	24
STRICTER ENFORCEMENT	19	15	14	18	15	14	16	16	7	10	6	9	8	12	7	10	12	13	12
I DON'T KNOW	22	24	19	14	14	14	18	17	12	8	14	13	8	7	12	9	15	14	14
NO RESPONSE	4	3	4	5	7	3	5	4	5	4.	5	5	6	5	5	5	5	4	5
HEROIN																			
NO HELP	1	0	3	2	4	1	3	1	2	1	4	2	3	1	3	1	3	1	2
PSYCHOLOGICAL COUNSELING	24	22	24	27	31	37	26	28	36	35	31	39	35	46	34	40	30	34	32
DISCUSSION IN SCHOOL	6	5	5	3	4	4	5	4	3	5	5	3	2	5	4	4	4	4	4
RELIGIOUS COUNSELING	1	3	3	1	2	2	2	2	1	1	1	1	5	1	2	1	2	2	2
FAMILY COUNSELING	5	8	5	9	6	3	5	7	2	3	2	4	2	2	2	3	4	5	4
STRICTER ENFORCEMENT	18	16	24	15	17	14	20	15	20	18	21	18	21	17	20	18	20	16	18
I DON'T KNOW	41	43	31	39	30	34	34	39	30	32	26	29	24	18	27	27	31	33	33
NO RESPONSE	4	3	5	4	6	5	55	4	6	5	10	4	8	10	8	6	6	5	5

PERSPECTIVES ON LAW AND LEGAL PENALTIES REGARDING DRUGS

Two questions were asked about students' feelings about the law as it relates to drugs -- one about legal penalties for possession of the products surveyed and the other about whether the laws regarding the possession need to be changed and, if so, in what direction.

Table 30 summarizes the data on opinions about penalties for possession of marijuana, amphetamines, LSD, barbiturates, glue, liquor, cigarettes, and heroin. Table 31 summarizes the data about opinions as to whether changes are needed in the legal penalties for use of these eight products.

A majority of the students in both junior and senior high school favor no penalty for possession of liquor -- 67 per cent and 64 per cent of the junior high boys and girls, respectively, and 82 per cent and 79 per cent of the senior high boys and girls, respectively. However, one out of five junior high students (19 per cent of the boys and 20 per cent of the girls) favors legal penalty for possession of liquor and about one out of ten in senior high boys (11 per cent) and girls (10 per cent) expresses this same sentiment. The vote against a legal penalty for possession of cigarettes is about as strong as for liquor among both the junior and the senior high students; but 29 per cent of the junior high boys and 23 per cent of the junior high girls feel that there should be a legal penalty for possession, and the vote for a legal penalty for possesion in the senior high school is a little higher than for liquor (16 per cent for boys and 14 per cent for girls).

Amphetamines and barbiturates seem to be classed together, perhaps because many students were not sure what they are; but, in any event, the "yes," "no," and "I don't know" choices regarding a legal penalty for possessing them were about the same both in the junior high and in the senior high. In general, about 60 per cent of the students felt there should be a legal penalty and, roughly, in the neighborhood of 15 to 20 per cent felt there should not be a penalty. The "I don't know" vote was relatively high in both junior and senior high school, and was especially high for junior high girls (26 per cent for amphetamines and 27 per cent for barbiturates).

The strongest vote for a legal penalty was in regard to possession of LSD and heroin, with this position being taken for LSD by 79 per cent and 78 per cent of the junior high boys and girls, respectively, and by 71 per cent and 80 per cent of the senior high boys and girls, respectively. For heroin the corresponding vote for a legal penalty was 76 per cent and 73 per cent in the junior high and 82 per cent and 84 per cent in the senior high schools. The vote against a penalty for possession of heroin was the smallest of any of the eight drugs surveyed, (8 per cent to 11 per cent), and the vote against a penalty for possession of LSD was also relatively low for the junior high boys (13 per cent) and girls (12 per cent) and the senior high girls (13 per cent). However, almost one out of five (19 per cent) of the senior high boys voted against a legal penalty for possession of LSD.

Glue sniffing drew an equivocal vote in both junior and senior high school. Fairly large percentages (14 per cent to 22 per cent) chose "I don't know," and the remainder of the students tended to divide equally into two groups between the vote for a legal penalty and the vote against a legal penalty, with the final outcome being slightly

TABLE 30

STUDENTS' FEELINGS ABOUT LEGAL PENALTY FOR THE POSSESSION OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES
(RESPONDENTS CLASSIFIED BY SCHOOL LEVEL AND SEX)

DO YOU FEEL THERE SHOULD BE A LEGAL PENALTY FOR THE POSSESSION OF?	MARIJUANA				AMPHETAMINES				LSD				BARBITURATES				GLUE				ALCOHOLIC DRINKS				CIGARETTES				HEROIN			
	JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
YES	66	67	46	52	62	59	57	59	79	78	71	80	61	57	59	58	37	41	34	39	19	20	11	10	29	23	16	14	76	73	82	84
NO	26	23	46	41	18	14	21	22	13	12	19	13	20	15	22	23	47	36	51	41	67	64	82	79	60	63	78	79	11	10	10	8
DON'T KNOW	6	9	7	6	18	26	21	19	6	9	9	6	17	27	18	18	14	22	14	19	12	15	6	11	9	13	5	6	11	16	7	7
NO RESPONSE	2	1	1	1	2	1	1	0	2	1	1	1	2	1	1	1	2	1	1	1	2	1	1	0	2	1	1	1	2	1	1	1

higher against than for a legal penalty for possession of glue. It is noteworthy, that, among the junior high students, 37 per cent of the boys and 41 per cent of the girls and among the senior high students 34 per cent of the boys and 39 per cent of the girls voted for a legal penalty for possession of glue.

Marijuana was the only drug on which the junior and senior high school students differed widely regarding a legal penalty for possession. The junior high boys and girls voted about 2½ to one in favor of a penalty (66 per cent for and 26 per cent against for boys and 67 per cent for and 23 per cent against for girls); but the senior high school boys voted evenly (46 per cent for penalty, 46 per cent against) and more girls voted for penalty (52 per cent) than against (41 per cent).

In general, the support for a penalty for possession of the eight products seems to reflect the prevailing atmosphere in the community at large. The more familiar liquor and cigarettes received the lowest votes favoring a penalty; glue, associated with younger children, drew a relatively mild rebuke. The products that are more popularly considered "drugs" -- marijuana, barbiturates, LSD, amphetamines, and heroin -- drew strong votes for a penalty for possession, with opinion divided about evenly only for marijuana among the older teenagers.

With this in mind, the student responses to the question regarding the need for a change in the current laws, summarized in Table 31, will be reviewed. Excluding cigarettes and alcoholic drinks, students in both junior high and senior high school feel that the laws regarding the use of drugs should be stricter. For cigarettes, about half of the senior high respondents (52 per cent of the boys and 49 per cent of the girls) say that no change is needed, while the junior high respondents favor a stricter law (35 per cent and 36 per cent of the boys and girls respectively). For alcoholic drinks both junior high and senior high respondents say that no change is needed. However an equal number of junior high girls (33 per cent) say that the law should be stricter.

In summary, the responses are generally consistent for these two questions. The students favor a penalty for possession of marijuana, amphetamines, LSD, barbiturates, and heroin and think that the present law for use of these products should be made stricter. For cigarettes and alcoholic drinks, students generally feel there should not be a legal penalty for possession and that no change in the present laws is needed. Only for glue are the respondents inconsistent, saying that they are not in favor of a legal penalty for possession but that they feel the laws regarding the use of glue should be stricter.

TABLE 31

STUDENTS' FEELINGS ABOUT THE NEED TO CHANGE THE LAW REGARDING THE USE
OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES
(RESPONDENTS CLASSIFIED BY SCHOOL LEVEL AND SEX)

DO YOU FEEL THERE IS A NEED TO CHANGE THE LAW REGARDING THE USE OF:	MARIJUANA				AMPHETAMINES				LSD				BARBITURATES				GLUE				ALCOHOLIC DRINKS				CIGARETTES				HEROIN			
	JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %
SHOULD BE STRICTER	54	59	34	42	52	50	44	48	67	69	58	65	53	49	46	50	39	41	36	37	23	33	14	19	35	36	24	26	66	66	69	69
SHOULD BE LESS STRICT	21	16	49	39	9	6	13	11	7	6	17	11	8	5	13	10	14	9	15	10	24	18	36	25	18	19	15	15	5	4	6	5
NO CHANGE NEEDED	12	9	7	8	12	8	15	13	11	8	12	10	13	10	14	14	25	18	24	23	36	33	41	45	31	31	52	49	10	6	10	8
DON'T KNOW	11	15	9	10	25	35	27	27	13	16	12	13	24	35	26	25	20	31	24	30	15	15	8	10	14	13	8	10	17	23	14	17
NO RESPONSE	2	1	1	1	2	1	1	1	2	1	1	1	2	1	1	1	2	1	1	0	2	1	1	1	2	1	1	0	2	1	1	1

STUDENTS' PERCEIVED NEED FOR CLASSES ON EFFECTS OF DRUGS, ALCOHOL AND CIGARETTES

An overwhelming number of students felt that there should be classes in school on the effects of drugs, alcoholic drinks and cigarettes. The per cent of respondents favoring classes ranged from a high of 82 per cent of senior high girls favoring classes on heroin to a low of 54 per cent of senior high boys favoring classes on cigarettes, as indicated in Table 32. Those in favor of classes on marijuana are:

	Jr. High		Sr. High	
	Males	Females	Males	Females
Yes, there should be classes	69	78	64	75
No, there should not be classes	21	13	28	19

More students felt that there should not be classes on glue, alcoholic drinks and cigarettes than for the other drugs. This may be due to the general acceptability of the use of alcohol and cigarettes and to the relatively low use of glue which is generally ascribed to those just entering adolescence. An interesting pattern of response-change between junior high students and senior high students in their perception of the need for classes on specific products is apparent.

	Perceived Need Decreases From Jr. to Sr. H.S.	Perceived Need Stays the Same From Jr. to Sr. H.S.	Perceived Need Increases From Jr. to Sr. H.S.
Marijuana	X		
Amphetamines			X
LSD		X	
Barbiturates			X
Glue	X		
Alcohol		X	
Cigarettes		X	
Heroin			X

This pattern indicates that, perhaps, there is an increasing awareness of the dangers of hard narcotics such as amphetamines, barbiturates and heroin as the student gets older.

TABLE 32

STUDENTS' FEELINGS ABOUT THE NEED FOR CLASSES ON THE USE AND EFFECTS OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES (RESPONDENTS CLASSIFIED BY SCHOOL LEVEL AND SEX)

DO YOU FEEL THERE SHOULD BE CLASSES IN SCHOOL ON THE USE AND EFFECTS OF:	MARIJUANA				AMPHETAMINES				LSD				BARBITURATES				GLUE				ALCOHOLIC DRINKS				CIGARETTES				HEROIN			
	JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR		JUNIOR		SENIOR	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	H	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
YES	69	78	64	75	63	71	64	76	70	80	69	81	64	71	65	76	61	68	57	64	57	62	54	65	62	66	61	68	68	76	71	82
NO	21	13	28	19	21	13	25	15	20	12	23	13	21	13	24	15	28	19	33	27	33	27	38	29	29	25	34	26	19	11	22	13
DON'T KNOW	8	8	7	6	13	15	10	9	7	7	7	5	13	15	10	8	9	12	9	9	8	10	7	6	7	8	5	6	11	12	6	5
NO RESPONSE	2	1	1	0	3	1	1	0	3	1	1	1	2	1	1	1	2	1	1	0	2	1	1	0	2	1	0	0	2	1	1	0

REPORT ON DRUG, TOBACCO, ALCOHOL, AND SEX EDUCATION DURING FIRST SIX WEEKS OF NEW SCHOOL YEAR

The questionnaire contained an item asking respondents to report whether or not they had experienced each of six types of instruction about drugs during the first six weeks of the school year. It also contained identical questions about instruction received during the opening weeks of school on tobacco and alcohol and about sex education.

Table 33 reports the students' responses to these three questions. A prefatory note about these data is in order: the figures in columns will not add to 100 per cent, because each respondent was asked to check "yes" or "no" to each of the seven options. Also, it should be noted that the percentages for the pair of "yes" - "no" responses to a given option do not add to 100 per cent because relatively large percentages of students did not respond to each of the options. Roughly, the "no response" percentages for each option was in the order of 45 per cent for Grades 7 and 8, 30 per cent for Grades 9 and 10, and 25 per cent for Grades 11 and 12. Hence, the information on students' exposure during the first six weeks of school to the specified different types of instruction on drugs, tobacco and alcohol, and sex education is supplied by between 55 per cent and 75 per cent of the students surveyed, with the large percentages occurring in the higher grades.

The data for instruction on drugs indicate that, even though the school year had only gotten under way, substantial percentages of the respondents reported having had informal class discussion of drugs. In general, about one-third of the junior high school respondents and upwards of two-fifths or more of the senior high school respondents reported informal discussion of drugs in class. Between 20 per cent and 30 per cent of the respondents reported school assemblies on drugs. Units on drugs were reported by increasing percentages of students going up the grades from Grade 7 to Grade 10, with approximately one-third of the Grade 10 students reporting units of instruction on drugs.

Seventeen per cent (17 per cent) of the boys and 15 per cent of the girls in Grade 10 also reported a special course in drugs; and 14 per cent of the boys and 20 per cent of the girls in Grade 10 reported an assigned project in drugs. Between three and five per cent of the students in Grade 7 through 10 reported discussion with counselors about drugs.

In Grades 11 and 12 informal class discussion on drugs reached its peak with 44 per cent of the boys and 52 per cent of the girls in Grade 11 reporting class discussion about drugs and with these figures increasing to 47 per cent and 56 per cent in Grade 12. Additionally, Grade 11 students reported units on drugs (14 per cent of the boys and 29 per cent of the girls) and so did Grade 12 students (13 per cent of the boys and 18 per cent of the girls), as well as assemblies (between 29 per cent and 30 per cent for Grade 11 and 12, students combined).

The proportion of students reporting "none of these," implying no exposure to the six types of drug instruction listed was relatively small, being 24 per cent for boys and 21 per cent for girls in Grade 7; and, respectively, for boys and for girls, 20 per cent and 22 per cent in Grade 8, 12 per cent and 20 per cent in Grade 9, 14 per cent and 18 per cent in Grade 10, 19 per cent and 13 per cent in Grade 11, and 13 per cent and 13 per cent in Grade 12.

TABLE 33

TYPES OF INSTRUCTION RECEIVED ON DRUGS, TOBACCO AND ALCOHOL AND SEX DURING THE FIRST SIX WEEKS OF THE SCHOOL YEAR

(RESPONDENTS CLASSIFIED BY GRADE AND SEX)

THIS YEAR HAVE YOU HAD THESE TYPES OF INSTRUCTION ON THE THREE TOPICS LISTED?	GRADE: 7				GRADE: 8				GRADE: 9				GRADE: 10				GRADE: 11				GRADE: 12			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %
DRUGS																								
SPECIAL COURSE	5*	51*	2	60	7	52	3	58	8	59	7	62	17	57	15	53	8	64	7	71	3	72	5	66
A UNIT	8	45	8	52	14	43	13	48	15	54	21	51	25	51	30	38	14	57	29	50	13	65	18	57
ASSEMBLY	20	34	21	42	29	32	27	39	32	40	28	42	26	47	30	38	30	43	31	48	28	50	28	49
DIS. W/COUNSELLOR	5	49	3	57	3	51	2	58	5	58	3	65	3	66	4	58	0	68	1	75	1	73	3	67
ASSIGNED PROJECT	7	47	5	55	12	45	9	53	10	55	11	57	14	56	20	45	9	61	15	62	10	66	10	63
INFORMAL CLASS DIS.	25	35	30	36	31	30	33	33	36	36	44	33	38	37	37	31	44	32	52	31	47	34	56	25
NONE OF THESE	24	38	21	38	20	31	22	34	12	44	20	39	14	42	18	35	19	37	13	41	13	38	13	40
TOBACCO AND ALCOHOL																								
SPECIAL COURSE	4	49	2	55	7	48	4	55	8	54	6	55	19	50	15	50	9	59	7	66	5	62	5	63
A UNIT	5	44	4	51	11	43	8	50	13	52	17	47	27	44	30	37	18	50	25	48	13	56	19	52
ASSEMBLY	16	37	14	43	20	36	23	41	21	43	20	46	24	45	25	39	23	44	24	49	17	51	19	52
DIS. W/COUNSELLOR	4	47	1	52	3	48	4	55	3	56	3	59	3	60	3	56	2	62	1	69	1	65	1	67
ASSIGNED PROJECT	6	46	2	52	8	45	6	52	8	51	11	51	11	54	17	42	8	57	13	57	9	59	9	61
INFORMAL CLASS DIS.	24	35	22	28	27	32	33	35	32	36	36	33	32	36	33	32	36	35	41	33	39	35	44	31
NONE OF THESE	23	39	27	39	19	33	23	34	15	44	23	43	18	35	18	34	23	33	19	38	16	39	16	42
SEX EDUCATION																								
SPECIAL COURSE	8	45	3	54	16	38	20	44	31	39	27	40	24	47	19	46	19	56	16	55	9	56	15	56
A UNIT	5	45	4	51	20	36	32	32	29	37	38	33	26	44	28	36	19	50	32	41	17	52	28	46
ASSEMBLY	13	39	17	42	17	36	18	41	22	40	24	43	20	47	22	38	10	53	12	55	11	54	17	53
DIS. W/COUNSELLOR	3	46	2	52	6	46	2	56	3	56	4	59	3	60	3	55	2	61	1	67	1	63	1	67
ASSIGNED PROJECT	3	45	0	54	6	45	4	53	5	52	11	53	7	57	10	49	5	59	8	60	5	61	7	63
INFORMAL CLASS DIS.	19	39	15	45	22	33	22	41	29	36	28	37	28	40	25	36	30	39	33	36	34	38	44	29
NONE OF THESE	24	41	29	38	26	31	24	33	14	39	19	39	18	40	21	41	28	34	21	37	18	41	17	42

*"YES" PLUS "NO" DO NOT EQUAL 100% BECAUSE THE "NO RESPONSE" CATEGORY IS NOT PRESENTED IN THE TABLE. THE PER CENT OF STUDENTS NOT ANSWERING THIS QUESTION IS 100 MINUS THE SUM OF THE "YES" PLUS "NO" PER CENTS FOR EACH PAIR OF ENTRIES.

In summary for reported drug instruction during the beginning six weeks of school, it seems that there is evidence of instruction in all grades with progressive increase in amount from the lower to the higher grades. Considerable emphasis is placed upon informal class discussion and upon assemblies on drugs, but there is also evidence of instruction involving units on drugs and assigned projects on drugs.

As for tobacco and alcohol and for sex education, beginning of the year instruction is also in evidence. Informal class discussion is, as for drugs, a frequently mentioned approach. Units of instruction on tobacco and alcohol begins to get mention in Grade 8 (by 11 per cent of the boys and 8 per cent of the girls) and get increased mention in Grade 9 (13 per cent of the boys and 17 per cent of the girls), and in Grade 10 (27 per cent of the boys and 30 per cent of the girls); and is also mentioned by 18 per cent of the boys and 25 per cent of the girls in Grade 11 and by 13 per cent of the boys and 18 per cent of the girls in Grade 12.

A unit on sex education also gets strong mention, by 20 per cent of the boys and 32 per cent of the girls in Grade 8; with corresponding figures for the boys and girls, respectively, being 29 per cent and 38 per cent in Grade 9, 26 per cent and 28 per cent in Grade 10, 19 per cent and 32 per cent in Grade 11, and 17 per cent and 28 per cent in Grade 12. These percentages, particularly in Grades 8 and 9, where they represent almost half the students who responded to this question, are evidence of emphasis early in the school year on sex education, through formal units in the secondary grades.

PERCEPTIONS OF PSYCHOLOGICAL AND SOCIAL EFFECTS OF DRUG USE

Students were asked their opinions about the psychological, social, and educational effects of drugs. Eighteen such effects, shown in Table 34, were listed; and the respondent was asked to indicate how much or how little he felt drug use contributed to each as, for example, to loss of ambition, to guilt feeling, to loss of ability to think, and so forth.

As with other questions asking for judgments involving psychological considerations or values, the response option selected most often was "I don't know." This was true for both junior and senior high school respondents for 12 of the items; namely, loss of ambition, guilt feelings, gradual loss of ability to think, increase in anxiety, increase in self confidence, "kicks," happier feelings, increased awareness, pleasant hallucinations, dropping out of school, immorality, and increased involvement with social problems. Frequently, as many as 40 to 50 per cent of the students reported "I don't know" for these items.

The one point on which there was the strongest feeling was that use of drugs does not contribute to better grades, a sentiment expressed by 57 per cent of the junior and 50 per cent of the senior high students.

The combined percentages of students selecting "very much" and "somewhat" provided impressive proof that large numbers of students feel that drug use contributes to loss of ambition (48 per cent of the junior and 53 per cent of the senior high students), to guilt feelings (38 per cent and 34 per cent), to gradual loss of ability to think (53 per cent and 53 per cent), to increase anxiety (35 per cent and 39 per cent), to have frightening hallucinations (54 per cent and 55 per cent), to dropping out of school (55 per cent and 45 per cent), to poorer grades (54 per cent and 48 per cent), to loss of friends who are non-users (56 per cent and 52 per cent), and to crime (66 per cent and 68 per cent).

There still are some students who think that drug use provides "kicks" (23 per cent in junior high and 35 per cent in senior high), promotes happier feelings (28 per cent and 41 per cent), and provides pleasant hallucinations (20 per cent and 33 per cent), but these figures rely mostly on the "somewhat" vote rather than the "very much" vote.

Basically, then, drug use is seen as having bad effects by the overwhelming majority of students who feel able to express opinions on the issues raised in this question; and the students who do not feel able to make such judgments are, it would seem, good targets for efforts to provide the best available information and advisement available on these issues.

TABLE 34

STUDENTS' PERCEPTIONS OF THE PSYCHOLOGICAL AND SOCIAL EFFECTS OF DRUG USE RESPONDENTS CLASSIFIED BY SCHOOL (JR. OR SR. HIGH SCHOOL)

DOES USE OF DRUGS CAUSE:	VERY MUCH		SOMEWHAT		NOT MUCH		NOT AT ALL		DON'T KNOW		NO RESPONSE	
	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %
Loss of Ambition	25	22	23	31	5	7	3	7	39	31	5	2
Guilt Feelings	16	10	22	24	9	14	5	9	42	40	6	3
Gradual Loss of Ability to Think	30	20	23	23	6	9	3	9	33	36	5	3
Increase in Anxiety	19	19	16	20	4	9	4	6	51	43	6	3
Frightening Hallucinations	35	26	19	29	4	9	1	4	35	29	6	3
Increase in Self-Confidence	6	6	8	13	12	15	23	22	45	41	6	3
"Kicks"	9	14	14	21	6	6	20	16	45	40	6	3
Happier Feelings	11	14	17	27	7	7	15	7	44	41	6	4
Increase Awareness	5	7	9	12	6	10	26	26	48	41	6	4
Pleasant Hallucinations	6	7	14	26	9	11	15	8	50	44	6	4
Dropping Out of School	24	13	31	32	8	17	3	6	28	28	6	4
Poorer Grades	32	19	22	29	7	13	4	7	29	28	6	4
Loss of Friends Who Are Non-Users	35	23	21	29	6	14	5	9	26	21	7	4
Crime	44	41	22	27	5	9	2	4	20	15	7	4
Immorality	11	15	14	22	6	11	7	12	55	35	7	5
Better Grades	1	1	1	3	8	14	57	50	26	27	7	5
Friends to Become Closer	2	3	6	14	12	17	40	29	33	32	7	5
Increased Involvement w/Social Problems	17	16	14	18	6	12	14	16	42	33	7	4

STUDENTS' PERCEPTIONS OF PSYCHOLOGICAL AND SOCIAL FACTORS LEADING TO DRUG USE

Students were asked to indicate how much contribution to drug use is made by such factors as feelings of depression, personal worries, the desire to be "turned on," the desire for vivid experiences, party-going, being bored in school, rebellion against parents, rebellion against all authority, worries about wars and riots, seeing others use drugs, and preparing for exams. Table 35 summarizes the responses.

A large number of students did not feel able or disposed to respond to this sort of question. Between one-third and one-half of the junior high students replied " I don't know" or did not respond for each of the eleven factors, and between one-fourth and one-third of the senior high students also either replied "I don't know" or did not respond.

For those who did respond, the overall favored response was that these factors contributed "somewhat" to teenagers' use of drugs.

The percentages of junior high students reporting that these eleven factors contribute "very much" to teenage drug use is almost identical to the percentages of senior high school expressing the same opinion. However, the percentages of senior high school students who vote that these factors contribute "somewhat" is considerably higher than the percentages of junior high students who report that they feel the same way.

The factors receiving the smallest percentages of votes as contributing "very much" to teenage drug use are "being bored in school" (by 7 per cent in junior high and 8 per cent in senior high), "preparing for exams" (by 5 per cent in junior and 4 per cent in senior high), and "worries about wars and riots" (by 8 per cent in junior and 7 per cent in senior high school). The factor receiving the strongest "very much" vote was "desire to be turned on," selected by 27 per cent of the junior and 28 per cent of the senior high students. Thus the frequently held belief that drug use is a response to concerns about school and turmoil in the world is not borne out by the data; rather, the idea with a sizable segment of teenagers seems to be that drugs are a passport to fun. The choice for "desire for vivid experiences" (22 per cent vote in both junior and senior high school) fits in with this impression, suggesting the need for finding ways to make clear to young people the negative aspects of drug use that are neigher fun nor vivid experience.

"Feelings of depression" and "personal worries" receive about the same size "very much" votes as "desire for vivid experiences." A third level of choice for "very much" falls to "rebellion against parents" and "rebellion against all authority," both of which are perceived to contribute "very much" to teenage drug use by 18 per cent of the junior and the senior high students. Seventeen per cent (17 per cent) of the junior and 16 per cent of the senior high students feel that "seeing others use drugs" contributes "very much" to drug use by others, and "party-going" is given a "very much" rating by 14 per cent of the junior and senior high students.

TABLE 35

STUDENTS' PERCEPTIONS OF PSYCHOLOGICAL AND SOCIAL FACTORS LEADING TO DRUG USE RESPONDENTS CLASSIFIED BY SCHOOL LEVEL (JR. OR SR. HIGH SCHOOL)

DO THE FOLLOWING LEAD TO DRUG USE:	VERY MUCH		SOMEWHAT		NOT MUCH		NOT AT ALL		DON'T KNOW		NO RESPONSE	
	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %	JR. %	SR. %
Feeling of Depression	23	21	26	35	5	8	3	4	36	27	7	5
Personal Worries	23	23	28	35	7	9	2	4	32	24	8	5
Desire to be "Turned On"	27	28	27	37	5	7	2	3	31	20	8	5
Desire for Vivid Experiences	22	22	22	36	6	10	2	2	40	25	8	5
Party Going	14	14	27	34	12	19	7	8	32	20	8	5
Being Bored in School	7	8	19	24	16	23	12	10	38	30	8	5
Rebellion Against Parents	18	18	28	38	11	13	4	6	31	20	8	5
Rebellion Against All Authority	18	18	25	36	8	12	4	6	37	22	8	6
Worries About Wars and Riots	8	7	19	21	17	22	11	16	37	28	8	6
Seeing Others Use Drugs	17	16	29	37	10	14	5	6	30	21	9	6
Preparing for Exams	5	4	9	16	15	20	21	23	41	31	9	6

If the "very much" and "somewhat" votes are combined, the ranking of the eleven factors as contributors to drug use, from highest to lowest, is as follows:

Desire to be "turned on"

Feeling of depression and personal worries

Desire for vivid experiences and
Rebellion against parents

Rebellion against all authority

Seeing others use drugs
Party going

Being bored in school
Worries about wars and riots

Preparing for exams

As stated, however, these rankings are based on data to which large numbers of students in the survey sample did not contribute, possibly because the question raised psychological and social issues on which many students had no personal basis for taking a clear stand.

STUDENTS' PERCEPTIONS OF THE INFLUENCE OF MASS MEDIA AND OF FRIENDS UPON DRUG USE

Table 36 summarizes responses to questions on the respondents' perceptions of the influence of television, magazines, underground papers, and friends upon drug use.

Among these four potentials for influencing teenagers to use drugs, the strongest by far, according to the respondents, is friends -- and the older the respondents are, the more convinced they are about this, as a group. Eighty-nine per cent (89 per cent) of the Grade 12 boys and 95 per cent of the Grade 12 girls rate the influence of friends as "very much" or as "somewhat" influential.

Underground papers are also rated as exerting strong influence upon drug use, getting a substantial combined "very much" and "somewhat" vote (52 per cent for boys and 44 per cent for girls) even in Grade 7 and increasing to the 60 per cent level for both boys and girls from Grades 9 through 12.

Compared with the top-rated friends and second-ranking underground papers as influences on drug use, television and magazines come in for a poor tie for third place, never getting more than a six per cent "very much" rating and typically getting a "somewhat" rating in the high teens in Grades 7-9 and in the twenties in Grades 10-12.

The respondents leave no doubt about the importance of friends and newspapers controlled by the students themselves as being of highest importance in influencing drug use -- and, by implication, non-use of drugs, if ways can be found of encouraging youth to deal with youth in a counter-movement against drug use.

TABLE 36

STUDENTS' PERCEPTIONS OF INFLUENCE OF TELEVISION, MAGAZINES, PAPERS AND FRIENDS UPON DRUG USE

(STUDENTS CLASSIFIED BY GRADE AND SEX)

DO THE FOLLOWING INFLUENCE PEOPLE TO USE DRUGS:	GRADE: 7		GRADE: 8		GRADE: 9		GRADE: 10		GRADE: 11		GRADE: 12	
	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %
TELEVISION												
VERY MUCH	5	4	4	4	5	2	3	3	6	1	5	5
SOMEWHAT	19	22	13	19	18	24	21	20	25	20	24	27
NOT MUCH	21	20	20	23	22	26	23	28	26	26	27	29
NOT AT ALL	23	28	38	30	31	33	36	34	24	35	25	31
DON'T KNOW	26	21	20	21	17	12	14	13	16	15	17	7
NO RESPONSE	6	5	5	3	7	3	3	2	3	3	2	1
MAGAZINES												
VERY MUCH	6	5	2	4	1	2	3	4	5	2	5	3
SOMEWHAT	17	19	16	17	16	26	16	20	27	20	25	30
NOT MUCH	23	22	22	24	25	26	23	24	26	30	31	31
NOT AT ALL	23	24	36	26	30	27	30	26	24	29	20	27
DON'T KNOW	25	24	19	26	21	16	22	22	15	16	17	9
NO RESPONSE	6	6	5	3	7	3	6	4	3	3	2	0
UNDERGROUND PAPERS												
VERY MUCH	26	18	29	25	34	30	31	30	32	27	23	32
SOMEWHAT	26	26	31	26	32	33	36	37	35	35	43	40
NOT MUCH	8	8	6	7	6	8	8	8	11	8	15	11
NOT AT ALL	3	5	5	5	3	4	5	5	5	5	5	4
DON'T KNOW	31	37	24	34	18	22	18	19	14	22	12	12
NO RESPONSE	6	6	5	3	7	3	2	1	3	3	2	1
FRIENDS												
VERY MUCH	32	36	36	43	39	51	46	47	49	55	53	64
SOMEWHAT	25	28	30	31	31	30	31	37	34	32	36	31
NOT MUCH	14	7	11	6	5	9	8	5	9	4	3	2
NOT AT ALL	3	4	6	5	6	1	4	3	1	1	2	1
DON'T KNOW	19	18	12	12	11	6	8	6	4	5	4	1
NO RESPONSE	7	7	5	3	8	3	3	2	3	3	2	1

RESPONDENTS' FEELINGS ABOUT DIFFERENT TYPES OF PEERS

The respondents were asked to indicate how they felt about different groups of teenagers, specifically, those students who make good grades, who do not take drugs, who will try anything once, who are "turned on," who are long hair or crew cut types, and who are "moderates." The options were: admire, can take or leave, no opinion, dislike, and detest.

The only types who have consistently strong popularity votes are "students who make good grades" (selected by 35 per cent of the boys and 43 per cent of the girls in junior high and by 32 per cent and 41 per cent of the boys and girls in senior high) and "students who do not take drugs," who drew approximately the same sized popularity vote. Junior and senior high school students feel about the same regarding the admirable quality of students who get good grades.

There are some differences between boys and girls, with more girls than boys favoring "students who make good grades," "students who do not take drugs" and "moderates." There were also differences between the grade levels with more junior high boys (37 per cent) than senior high boys (29 per cent) admiring students who do not take drugs.

The "can take or leave" and "no opinion" votes, combined, constitute the largest vote for all types of students.

However, in every instance, the "dislike" vote is greater than the "admire" vote for "students who will try anything once," "students who are turned on," "long hair types," and "crew cut types"; and, by and large, about as many students report that they detest these types as say they admire them. For the "turned on" students the "detest" vote is at least two and one-half times as large as the "admire" vote, and in several instances is as much as five times as big.

In overall perspective, the data on Table 37 labels the general school population as conservative in their feelings about traits deemed desirable in teenagers. The great majority of students are accepting of most of their colleagues, regardless of type; but the atypical student has fewer proponents than the more conventional student.

TABLE 37

STUDENTS' FEELINGS ABOUT DESIGNATED PEER TYPES
(RESPONDENTS CLASSIFIED BY GRADE AND SEX)
NOTE: THIS IS PAGE 1 OF A 2-PAGE TABLE.

HOW DO YOU FEEL ABOUT:	GRADE: 7		GRADE: 8		GRADE: 9		JUNIOR HIGH		GRADE: 10		GRADE: 11		GRADE: 12		SENIOR HIGH		TOTALS		
	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	TOTAL %
STUDENTS WHO MAKE GOOD GRADES																			
ADMIRE	41	43	32	42	31	43	35	43	35	35	31	41	30	49	32	41	33	42	38
CAN TAKE OR LEAVE	24	23	34	26	36	32	31	27	32	34	40	32	38	33	36	33	34	30	31
NO OPINION	28	29	27	30	26	21	27	27	29	30	26	24	30	17	28	24	28	26	26
DISLIKE	1	1	2	0	1	1	1	1	1	0	0	0	1	0	1	0	1	0	1
DETEST	1	1	1	0	1	1	1	0	2	0	0	0	1	0	1	0	1	0	1
NO RESPONSE	5	3	4	2	5	2	5	2	1	1	3	3	0	1	2	2	3	2	3
STUDENTS WHO DO NOT TAKE DRUGS																			
ADMIRE	45	48	35	40	32	43	37	44	30	40	27	47	29	41	29	42	33	43	38
CAN TAKE OR LEAVE	17	12	22	18	27	18	22	16	22	23	33	23	28	27	28	24	25	20	22
NO OPINION	24	27	26	32	28	31	26	30	36	31	27	26	38	29	34	29	30	29	30
DISLIKE	4	5	4	3	4	3	4	4	4	3	3	1	2	2	3	2	4	3	4
DETEST	2	2	5	3	3	1	4	2	4	0	4	0	1	0	3	0	3	1	2
NO RESPONSE	8	6	8	4	6	4	7	4	4	3	6	3	1	1	3	2	5	4	4
STUDENTS WHO WILL TRY ANYTHING ONCE																			
ADMIRE	2	4	6	6	4	7	4	6	7	4	2	2	6	3	5	3	4	4	4
CAN TAKE OR LEAVE	20	19	21	23	28	28	23	23	31	34	39	38	33	40	34	37	28	30	29
NO OPINION	33	41	28	40	35	38	32	40	33	39	32	33	33	33	33	35	32	37	35
DISLIKE	29	22	24	23	20	18	24	21	21	17	16	21	21	20	19	19	22	21	21
DETEST	8	7	11	4	7	5	9	5	4	3	5	3	5	3	4	3	7	4	6
NO RESPONSE	8	7	10	4	6	4	8	5	4	3	6	3	2	1	4	3	7	4	5
STUDENTS WHO ARE TURNED ON																			
ADMIRE	3	4	6	4	4	3	4	4	6	2	3	4	3	4	4	3	4	4	4
CAN TAKE OR LEAVE	15	16	15	19	17	20	16	18	21	26	33	24	30	24	28	25	22	21	21
NO OPINION	30	40	27	44	31	38	29	40	28	37	24	32	31	31	28	34	29	37	33
DISLIKE	30	26	26	21	29	23	28	24	28	23	23	29	25	28	25	26	27	25	26
DETEST	15	7	20	10	14	13	16	10	15	11	14	9	9	12	13	11	15	10	13
NO RESPONSE	7	7	6	2	5	3	7	4	2	1	3	3	2	1	2	1	3	3	3

TABLE 37 CONTINUED

STUDENTS' FEELINGS ABOUT DESIGNATED PEER TYPES
(RESPONDENTS CLASSIFIED BY GRADE AND SEX)
NOTE: THIS IS PAGE 2 OF A 2-PAGE TABLE.

HOW DO YOU FEEL ABOUT:	GRADE: 7		GRADE: 8		GRADE: 9		JUNIOR HIGH		GRADE: 10		GRADE: 11		GRADE: 12		SENIOR HIGH		TOTALS		
	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	TOTAL %
LONG HAIR TYPES																			
ADMIRE	8	7	10	17	9	15	9	13	10	14	9	12	10	10	9	12	9	13	11
CAN TAKE OR LEAVE	21	30	26	35	35	38	27	24	29	43	36	40	44	51	36	45	31	39	35
NO OPINION	23	21	22	19	21	19	22	20	23	17	16	13	16	11	19	14	21	16	19
DISLIKE	30	27	18	17	17	14	22	20	18	13	18	20	15	15	17	16	20	18	19
DETEST	12	8	17	8	12	9	13	8	16	10	16	12	13	11	15	11	14	10	12
NO RESPONSE	6	7	7	4	6	5	7	5	4	3	5	3	2	2	4	2	5	4	4
CREW CUT TYPES																			
ADMIRE	6	6	6	5	3	5	5	6	3	3	1	2	6	5	3	4	4	5	4
CAN TAKE OR LEAVE	32	21	31	22	34	26	32	23	38	35	38	38	37	41	38	38	35	30	32
NO OPINION	32	29	31	24	29	23	31	25	29	25	31	23	26	17	29	22	30	23	27
DISLIKE	14	27	16	24	20	21	17	24	16	22	14	23	16	24	15	23	16	24	20
DETEST	9	10	9	21	8	19	8	17	10	12	11	11	11	11	11	11	10	14	12
NO RESPONSE	7	7	7	4	6	6	7	5	4	3	5	3	4	2	4	2	5	4	5
MODERATES																			
ADMIRE	11	14	13	22	8	21	11	19	10	16	9	24	12	22	10	21	10	20	15
CAN TAKE OR LEAVE	29	24	39	32	44	41	37	33	41	44	50	41	42	47	44	44	41	38	39
NO OPINION	44	45	33	39	38	32	38	38	40	32	30	28	33	27	35	29	37	34	35
DISLIKE	4	6	5	2	2	1	4	3	3	3	4	3	8	2	5	3	4	3	4
DETEST	4	2	1	0	1	0	2	1	2	1	2	2	3	1	2	1	2	1	2
NO RESPONSE	8	9	9	5	6	5	8	6	4	4	5	2	2	1	4	2	6	4	5

SECTION V

RESPONDENTS' KNOWLEDGE OF TERMS AND PRODUCTS ASSOCIATED WITH DRUGS

This section reviews students' responses to five questions about terms associated with drug use or with procedures for reducing the outward evidence of use of drugs. The purpose of the items was to assess the respondents' level of sophistication about the drugs. Tables 38, 39, 40, 41 and 42 summarize the responses to these questions.

Except for the question on the word "pusher," the greatest single response to these questions was "I don't know." This response was acceptable, of course, for the question on the non-existent drug "poirotine" (Table 42); but, since the students responded almost identically for the questions on the use of sunglasses (Table 40) and the use of Visene eyedrops (Table 41), it seems obvious that students did not have much knowledge on the ways of hiding the outward evidence of drug use. Three-fifths (60.74 per cent) of the junior and 86.56 per cent of the senior high students did know the meaning of the much publicized word, "pusher," (Table 39); but only 4.97 per cent of the junior and 20.95 per cent of the senior high students knew that "smack" is a slang word for heroin (Table 38). In fact, 20.64 per cent of the junior high students thought that "smack" is a synonym for "speed," supporting the impression, given in answers to other questions, that many students were not sure what amphetamines are.

Thus Tables 38, 39, 40, 41 and 42 provide support for the idea that students are generally not familiar with the vocabulary and practices of the "drug culture."

Table 38

Knowledge of the Synonym for Heroin

IS HEROIN SOMETIMES CALLED:	Junior High		Jr. High Total	Senior High		Sr. High Total	Total
	Male N=725 %	Female N=704 %	%	Male N=672 %	Female N=674 %	%	%
Dex	1.79	1.85	1.82	1.04	3.26	2.15	1.98
Speed	20.69	20.60	20.64	13.69	17.95	15.82	18.31
Grass	4.55	5.11	4.83	1.64	2.52	2.08	3.50
Pot	9.66	10.09	9.87	4.46	3.71	4.09	7.06
Smack	4.69	5.26	4.97	23.66	18.25	20.95	12.72
Coke	1.93	0.28	1.12	4.17	2.23	3.19	2.13
Zap	2.62	0.71	1.68	1.79	1.78	1.78	1.73
Don't Know	39.86	46.45	43.11	41.37	43.92	42.64	42.88
No Response	14.21	9.66	11.97	8.18	6.38	7.28	9.69

Table 39

Knowledge of the Meaning of "Pusher"

WHAT IS A PUSHER?	Junior High Male N=725 %	Junior High Female N=704 %	Jr. High Total %	Senior High Male N=672 %	Senior High Female N=672 %	Sr. High Total %	Total %
An Eating Utensil	3.72	2.70	3.22	4.61	3.71	4.16	3.67
An Extra Dose	3.72	4.26	3.99	0.59	0.30	0.45	2.27
A Dope Salesman	64.14	57.24	60.74	87.37	85.76	86.56	73.27
Someone Who Wants to Get Ahead	2.48	4.40	3.43	1.93	2.67	2.30	2.88
Don't Know	17.24	25.99	21.55	2.08	4.60	3.34	12.72
No Response	8.69	5.40	7.07	3.42	2.97	3.19	5.19

TABLE 10

STUDENTS' RESPONSES TO A QUESTION ABOUT THE USEFULNESS OF SUNGLASSES TO USERS OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES
(RESPONDENTS CLASSIFIED BY GRADE AND SEX)

ARE SUNGLASSES HELPFUL TO USERS OF:	GRADE: 7		GRADE: 8		GRADE: 9		GRADE: 10		GRADE: 11		GRADE: 12	
	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %
MARIJUANA												
YES	16	14	22	15	21	21	19	27	20	20	25	34
NO	27	21	22	27	18	20	21	25	27	20	22	21
DON'T KNOW	53	60	52	56	61	57	59	46	50	58	52	43
NO RESPONSE	4	5	4	2	0	2	1	2	3	2	1	2
AMPHETAMINES												
YES	7	7	12	9	13	12	11	14	13	10	13	14
NO	19	11	20	21	17	14	15	15	15	19	15	16
DON'T KNOW	68	77	64	68	69	71	71	69	68	69	69	68
NO RESPONSE	6	5	4	2	1	3	3	2	4	2	2	2
LSD												
YES	19	18	30	21	29	28	21	32	27	22	24	26
NO	21	17	15	21	13	11	14	17	13	15	15	16
DON'T KNOW	56	60	51	57	57	59	62	48	55	59	60	57
NO RESPONSE	4	5	4	1	1	2	3	3	5	4	1	1
BARBITURATES												
YES	7	6	12	9	10	10	10	10	13	12	9	12
NO	19	14	21	19	18	12	16	19	15	18	16	18
DON'T KNOW	70	75	62	70	70	75	72	69	68	67	73	67
NO RESPONSE	4	5	5	2	2	3	2	2	4	3	2	3
GLUE												
YES	7	9	9	8	8	7	10	9	7	3	8	4
NO	29	20	31	33	28	23	23	31	26	29	23	25
DON'T KNOW	61	67	56	58	64	68	65	57	64	66	68	68
NO RESPONSE	3	4	4	1	0	2	2	3	3	2	1	3
ALCOHOLIC DRINKS												
YES	10	13	12	13	15	16	13	20	15	16	17	15
NO	36	31	36	43	41	40	40	49	47	50	44	51
DON'T KNOW	50	52	48	42	44	42	45	29	35	32	38	33
NO RESPONSE	4	4	4	2	0	2	2	2	3	2	1	1
CIGARETTES												
YES	5	5	5	7	6	8	3	7	6	4	6	4
NO	42	43	47	54	51	55	52	64	60	63	55	69
DON'T KNOW	49	48	44	37	42	35	43	28	30	31	38	26
NO RESPONSE	4	4	4	2	1	2	2	1	4	2	1	1
HEROIN												
YES	11	6	14	11	16	11	13	12	16	9	10	14
NO	18	13	18	17	12	8	11	12	9	14	13	11
DON'T KNOW	67	77	64	70	71	79	75	74	72	76	76	74
NO RESPONSE	4	4	4	2	1	2	1	2	3	1	1	1

TABLE 41

STUDENTS' PERCEPTIONS OF BENEFICIAL EFFECTS OF VISENE ON USERS OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES
(RESPONDENTS CLASSIFIED BY GRADE AND SEX)

DOES VISENE BENEFIT USERS OF:	GRADE: 7		GRADE: 8		GRADE: 9		GRADE: 10		GRADE: 11		GRADE: 12	
	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %
MARIJUANA												
YES	3	7	12	4	7	6	8	14	11	13	8	9
NO	14	10	12	11	11	14	13	16	12	9	15	16
DON'T KNOW	80	79	75	83	82	77	78	69	74	77	75	12
NO RESPONSE	3	4	1	2	0	3	1	1	3	1	2	3
AMPHETAMINES												
YES	5	5	10	4	5	4	2	7	5	4	4	3
NO	10	7	11	8	9	9	9	15	10	11	13	12
DON'T KNOW	80	80	75	84	84	81	87	74	82	83	80	81
NO RESPONSE	5	8	4	4	2	6	2	4	3	2	3	4
LSD												
YES	5	11	11	10	8	7	6	12	9	4	7	3
NO	14	8	13	8	8	11	12	15	11	12	13	16
DON'T KNOW	77	76	73	79	81	77	80	71	76	81	77	78
NO RESPONSE	4	5	3	3	3	5	2	2	4	3	3	3
BARBITURATES												
YES	5	3	6	3	5	6	3	6	5	3	4	3
NO	11	7	15	9	8	8	11	13	8	10	13	12
DON'T KNOW	80	85	76	85	86	82	83	78	84	85	80	83
NO RESPONSE	4	5	3	3	1	4	3	3	3	2	3	2
GLUE												
YES	6	7	8	5	8	4	3	9	5	1	4	1
NO	13	9	17	13	10	14	16	15	16	14	14	15
DON'T KNOW	78	81	73	80	82	79	80	74	76	84	81	82
NO RESPONSE	3	3	2	2	0	3	1	2	3	1	1	2
ALCOHOLIC DRINKS												
YES	9	13	14	13	12	16	12	19	16	16	13	17
NO	15	13	19	15	15	19	24	21	22	21	20	22
DON'T KNOW	72	70	65	70	72	62	63	59	59	61	66	60
NO RESPONSE	4	4	2	2	1	3	1	1	3	2	1	1
CIGARETTES												
YES	13	14	8	11	11	11	9	12	13	12	10	10
NO	15	15	28	20	18	28	30	34	30	29	27	33
DON'T KNOW	69	67	62	67	70	58	60	52	54	58	62	56
NO RESPONSE	3	4	2	2	1	3	1	2	3	1	1	1
HEROIN												
YES	4	5	10	5	5	6	4	4	6	3	4	3
NO	11	7	11	8	7	8	8	12	7	8	10	10
DON'T KNOW	82	83	78	85	87	83	87	83	84	88	85	86
NO RESPONSE	3	5	1	2	1	3	1	1	3	1	1	1

TABLE 42

STUDENTS' RESPONSES TO AN ITEM ASKING ABOUT THE ILL EFFECTS OF A NON-EXISTENT DRUG
(RESPONDENTS CLASSIFIED BY GRADE AND SEX)

DO YOU FEEL THAT THE USE OF POIROTINE IS LESS LIKELY TO CAUSE ILL EFFECTS THAN THE USE OF:	GRADE: 7		GRADE: 8		GRADE: 9		GRADE: 10		GRADE: 11		GRADE: 12	
	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %	MALE %	FEMALE %
MARIJUANA												
YES	16	13	11	8	9	6	9	10	4	5	2	2
NO	11	9	16	12	10	10	10	14	15	5	12	9
DON'T KNOW	69	73	68	77	79	81	81	73	78	89	84	87
NO RESPONSE	4	5	5	3	2	3	0	3	3	1	2	2
AMPHETAMINES												
YES	9	9	11	8	7	5	7	8	8	3	2	4
NO	12	7	13	6	8	6	7	10	7	3	5	3
DON'T KNOW	73	77	70	81	82	81	84	78	80	92	89	90
NO RESPONSE	6	7	6	5	3	6	2	4	5	2	4	3
LSD												
YES	13	15	13	12	10	7	10	11	11	5	6	5
NO	12	7	13	8	8	9	7	9	5	5	5	4
DON'T KNOW	69	72	68	76	79	77	82	76	79	88	86	88
NO RESPONSE	6	6	6	4	3	7	1	4	5	2	3	3
BARBITURATES												
YES	10	9	11	9	6	5	6	7	8	3	3	5
NO	9	6	13	7	7	6	6	9	7	3	6	3
DON'T KNOW	76	80	71	81	85	84	87	78	82	93	87	89
NO RESPONSE	5	6	5	3	2	5	1	6	3	1	4	3
GLUE												
YES	13	10	10	9	5	4	9	7	9	3	3	3
NO	10	9	14	10	11	10	8	11	7	7	7	3
DON'T KNOW	73	76	71	77	82	82	83	78	79	89	88	92
NO RESPONSE	4	5	5	4	2	4	0	4	5	1	2	2
ALCOHOLIC DRINKS												
YES	14	13	11	10	6	7	9	9	7	3	2	4
NO	14	9	16	12	14	12	14	19	15	12	14	10
DON'T KNOW	68	73	69	75	78	77	76	69	73	83	82	84
NO RESPONSE	4	5	4	3	2	4	1	3	5	2	2	2
CIGARETTES												
YES	15	14	10	8	8	7	10	10	8	5	3	3
NO	10	12	18	17	14	14	12	19	16	13	15	12
DON'T KNOW	70	67	68	70	76	75	77	67	71	81	80	82
NO RESPONSE	5	7	4	5	2	4	1	4	5	1	2	3
HEROIN												
YES	7	10	12	9	7	9	8	7	12	5	5	4
NO	10	6	9	6	7	5	6	5	6	3	3	2
DON'T KNOW	78	78	74	81	84	82	86	85	79	91	89	92
NO RESPONSE	5	6	5	4	2	4	0	3	3	1	3	2

SECTION VI

SUMMARY AND CONCLUSIONS

A survey of teenagers' perceptions of the scope of the drug problem and of their knowledge of, opinions about, and attitudes toward drugs was conducted on October 13, 1969, among the public school students, Grades 7 through 12, of Montgomery County, Maryland, a school district bordering Washington, D. C., and extending northward and westward from the Nation's Capitol over an area of about 500 square miles.

This report reviews the findings of a survey among 2,777 students, constituting a five per cent sample of the boys and of the girls in each grade of each of 44 secondary schools in the county and in one middle school. The sample was drawn, by random sampling procedures by the Department of Research of the Montgomery County Public Schools, to represent the approximately 57,000 students in the junior and senior high school. The respondents were given a questionnaire containing items on their own use of and experimentation with drugs (marijuana, amphetamines, LSD, barbiturates, glue, alcohol, cigarettes, and heroin); their estimates of use of and experimentation with drugs among their "20 best friends," "100 acquaintances known by name," and "1,000 students in the school"; their perceptions about the dangers of drug use and probable future use of drugs; their opinions about the psychological and social causes and effects of drug use; their feelings about the help needed by drug users and about instruction on drugs; their feelings about drug users; and their knowledge of terms associated with drugs.

Prior to the survey, a pilot test was made of the questionnaire and the procedures for administrating it. The students selected for the October, 1969, survey, and their parents, were given assurances of anonymity and confidentiality by letters directed to their homes.

The questionnaire asked for responses to 305 specific items; so, in all, upwards of 800,000 bits of data were collected from the 2,777 students. These data were analyzed to reflect the per cent of boys and the per cent of girls in each grade who selected any given answer to each question; that is, for a question like "what degree of danger do you feel is connected with use of marijuana?," to determine the per cent of the boys and the girls in each grade who selected each of the five answer choices -- "strong danger," "moderate danger," "slight danger," "no change," and "I don't know."

The data on self-report of use of the drugs considered in the survey indicate that in the junior high school, only 0.49 per cent of students reported use of amphetamines; 0.42 per cent, use of LSD; 0.35 per cent, use of barbiturates; and 0.07 per cent, use of heroin. Use of glue was reported by 1.33 per cent of junior high students, while 2.17 per cent reported use of marijuana; 14.56 per cent, use of alcoholic drinks; and 14.07 per cent use of cigarettes. For the senior high school students, the corresponding figures are: 3.27 per cent reported use of amphetamines; 3.74 per cent, use of LSD; 2.37 per cent, use of barbiturates; and 0.74 per cent, use of heroin. Use of glue was reported by 1.03 per cent of senior high students, while 11.42 per cent reported use of marijuana; 43.84 per cent, use of alcoholic drinks; and 26.48 per cent, use of cigarettes. Thus, except for the use of glue, there was a significant increase in reported use of all items listed, going from junior to senior high.

There is a prevailing belief among teenagers that their close friends are generally not involved in drug use; that their "100 acquaintances known by name" are more likely to be involved; and that actual involvement is most likely to be found among those teenagers whom they do not know -- that is, the "1,000 students in my school." The majority of junior high students estimated that there was no use of drugs in their respective schools and that, except for marijuana, between one-third and one-half of the senior high students also feel that there is no use of drugs in their school. Those students who do feel that drugs are being used in their schools feel that the use is confined to relatively small proportions of the student body. For experimentation with drugs, which more of the respondents feel is taking place, the prevailing opinion is still that the relatively small percentages of the students of their schools are involved -- and that it is occurring far less frequently among the students whom they know well than among those students who are socially more remote from them. The exception here too, is marijuana, for which senior high school students perceive wider experimentation -- even among their best friends.

For alcohol and cigarettes the picture is different. There is a tendency for relatively large numbers of students to ascribe more non-use and non-experimentation to the general student body than to their close friends or to their acquaintances; but there is also a tendency, for these two products, to see considerable use and experimentation among one's close friends and acquaintances. Cigarettes and alcohol are perceived as being more constant factors in teenage society than any one of the drugs, including marijuana.

Between 50 and 70 per cent of the respondents feel that the use of marijuana, alcohol and cigarettes is on the increase; and about 25 per cent of the students think that experimentation with amphetamines and barbiturates is increasing; but most students feel that they do not know whether use of and experimentation with those drugs is increasing or decreasing, and there is a division of opinion as to whether teenagers' involvement with glue is increasing or decreasing.

Clearly, an atmosphere of expectation regarding increase in drug use is prevalent among teenagers, a circumstance meriting the direct consideration of all agencies in the community dedicated to the guidance and welfare of its young people.

Boys generally feel that there is greater use of and experimentation with drugs among their own sex; but girls feel that use of drugs is just about the same for both sexes. Only negligible percentages of respondents of either sex feel that girls are the greater users and experimenters.

Many students do not have any firm opinion about the kind of student who uses drugs. However, those students who do venture opinions on this matter feel that drug use, in general, is associated with poor academic achievement. Junior high school respondents see the user of drugs as a failing student; and senior high respondents feel the same for all drug-using students except those who use marijuana. The marijuana user is seen as an average student by older teenagers. Both junior and senior high school respondents think that the user of cigarettes and alcohol is an average student.

Most students report that they do not know where there is greatest use of drugs within the metropolitan area in which they live. Those junior high school students who express an opinion, locate greatest use inside the city of Washington, D. C.; but senior high school students tend to feel that, except for heroin in Washington, the use of most drugs is as great in the suburbs as in Washington and is greater for marijuana in the suburbs. Again, here is an important source of insight into the thinking of Montgomery County teenagers about the drug scene.

Students' thoughts about the hazards involved in the use of drugs should also be considered as possible danger signals indicating a need for educational planning. Most students feel that there is danger inherent in the use of and experimentation with all drugs. However, notable percentages of students in both junior and senior high school do not perceive drugs to be dangerous.

There is a general feeling among teenagers that all eight products considered in the survey are habit-forming, but there is a dissenting minority of students who feel that marijuana, glue, and alcohol are not habit-forming.

When asked what kind of help drug users need, a popular choice for amphetamines, LSD, barbiturates, and heroin is psychological counseling. Family counseling is favored for users of cigarettes, alcohol, and glue. In junior high, many respondents suggested psychobgocial help for marijuana users, but students in senior high shifted to "no help" rather than psychological counseling for the marijuana user. Discussion in school and religious counseling received relatively little support.

Students in general are conservative in their feelings about the need for penalties for possession of drugs. In general, the predominant majority of students felt that there should be penalties for possession of all drug products except glue, alcohol, and cigarettes -- and, in senior high school, for marijuana. Students feel that laws should be stricter for amphetamines, LSD, barbiturates, heroin -- and, except in senior high school, for marijuana. Strong feeling that laws on marijuana should be less strict was expressed by the senior high school boys -- but not by the senior high school girls.

In addition to being generally conservative on the matter of the law in relation to drugs, most students felt that there should be instruction on drugs in the schools. There is an observable dissenting vote against instruction on drugs from students in both junior and senior high, particularly regarding alcoholic drinks, cigarettes, and glue.

A question on students' experiences with in-school instruction on drugs revealed that, even through the school year was just getting under way, informal discussion on drugs was taking place; assemblies on drugs were being held; and, particularly in senior high, units on drugs were being conducted and students were being assigned projects on drugs.

Students were asked their opinions about the psychological, social, and educational effects of drugs. Results support the view that drug use is seen as having bad effects by the overwhelming majority of students who feel able to express opinions on the issues raised, and that students who do not feel able to make such judgments are, it would seem, good targets for efforts to provide the best information and advisement available on these issues.

Students were also asked to report their perceptions of psychological and social factors leading to drug use. For those who responded, the favored response was that the listed factors contributed "somewhat" to teenagers' use of drugs. Senior high students voted for "somewhat" to a greater extent than junior high students, while senior and junior high students were almost identical in their choice of "very much." The factor receiving the strongest "very much" vote was "desire to be turned on," selected by 27 per cent of the junior high students and 28 per cent of the senior high students. Thus, the frequently held belief that drug use is a response to concerns about school and turmoil in the world is not borne out by the data; rather, a sizable segment of teenagers seem to feel that drugs are a passport to fun. The choice for "desire for vivid experiences" (22 per cent vote in both junior and senior high school) fits in with this impression, suggesting the need for finding a way to make clear to young people the negative aspects of drug use that are neither fun nor vivid experience.

Students feel very strongly that the greatest influences upon one's use of drugs are friends and underground papers -- not television or magazines, suggesting the desirability of a search for ways to enlist youth in a countermovement against the use of drugs.

Regarding their feelings about different types of teenagers, the respondents showed a conservative bent, expressing highest approval of the student who gets good grades, does not use drugs, and is a "moderate." The "turned on" student received more "dislike and detest" votes than any other type.

Many lines of evidence indicated little sophistication about drugs among the student population in general; and five questions on slang terms for drugs and on products used to conceal use of drugs added to this impression. Most students did not know the products or most of the terms included in the questionnaire as a knowledge check.

Overall, one learns from a study of the survey data that the typical student believes that drug use and experimentation are to be found among a relatively small per cent of students -- except for marijuana, alcohol, cigarettes, and glue; is concerned that his immediate circle of friends and acquaintances are less involved with drugs than the teenagers he knows only remotely; believes that drug use is increasing; is not fully convinced that drug use is dangerous and holds out the likelihood that he may try some drug or drugs some day; is unsophisticated about drugs and both needs and wants instruction; and is basically conservative in his social views, and hence a good target for guidance and enlightenment.

There is also, of course, the student who is the sophisticate; who uses drugs - most likely marijuana, relatively infrequently; who has taken a position on drug use, legal penalty for possession, and education about drugs that is different from that of the "typical" student. Part II of this report will provide detail on the thinking of this type of student, for whom guidance and educational programming may have to take a different format from that for the typical student described in the preceding paragraph.

N-X

A Survey of Secondary School Students' Perceptions of and Attitudes Toward Use of Drugs by Teenagers

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JANUARY 12, 1970

PART II.

REACTIONS OF RESPONDENTS CLASSIFIED BY SELF REPORT AS NON-USERS, FORMER USERS, AND USERS OF MARIJUANA

CG 006 151

106

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TABLE OF CONTENTS

Page

SECTION I - INTRODUCTION 1

THE RECURRENT THEME OF THE ANALYSIS IN PART II OF THE SURVEY REPORT 2

THE PATTERN OF DATA PRESENTATION FOR PART II OF THE SURVEY REPORT 2

THE FORMAT OF THE TABLES IN PART II 3

"Real" vs. Non-Significant Differences 4

DESCRIPTION OF THE RESPONDENTS 8

SEQUENCE OF TABLES IN THIS VOLUME 8

SECTION II - OWN USE AND PEERS' USE OF AND EXPERIMENTATION WITH DRUGS, ALCOHOLIC DRINKS AND CIGARETTES 10

SELF-REPORT OF USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES . . . 12

Present Use of Drugs, Alcoholic Drinks and Cigarettes 12

REPORT ON AGES AT WHICH RESPONDENTS BEGAN TO USE THE PRODUCTS CONSIDERED IN THE SURVEY AND ESTIMATE OF EXPECTED DURATION OF CONTINUED USE 15

PERCEPTION OF LIKELIHOOD OF RESPONDENTS OWN FUTURE USE OF PRODUCTS CONSIDERED 18

PERCEPTIONS OF LENGTH OF TIME OTHERS PRESENTLY USERS OF DRUGS WILL CONTINUE TO USE THEM 20

OPINIONS ABOUT AGES AT WHICH OTHERS BEGIN TO USE THE PRODUCTS SURVEYED 22

RESPONDENTS' ESTIMATES OF PROPORTIONS OF THEIR PEERS WHO ARE USING AND EXPERIMENTING WITH THE EIGHT PRODUCTS SURVEYED 24

Recapitulation Regarding Respondents' Estimates Use of Experimentation with Drugs, Alcohol and Cigarettes 26

PERCEPTIONS OF TRENDS IN USE OF AND EXPERIMENTATION WITH DRUGS BY THE THREE DIFFERENT CATEGORIES OF RESPONDENTS 40

SECTION III - DIFFERENCES ON THE THREE CATEGORIES OF RESPONDENTS ON QUESTIONS OF OPINIONS AND ATTITUDES 44

SUMMARY 79

APPENDIX A - Cross Index of Tables Between Parts I and II of This Survey Report 81

LISTING OF TABLES

TABLE		PAGE
1	College Attendance Intentions of Senior High School Respondents Reporting that they are Non-Users, Former Users for Users of Marijuana	4
2	Evaluations of their Academic Standing made by Senior High School Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana	8
3	Source of Information about Drugs, Alcoholic Drinks and Cigarettes of Senior High School Respondents Reporting that they are Non-Users, Former Users, and Users of Marijuana	11
4	Self Report on Own Use of Drugs, Alcoholic Drinks and Cigarettes of Senior High School Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana	13
5	Self Report of Age When They Began Use of Drugs, Alcoholic Drinks and Cigarettes of Senior High School Respondents Reporting that they are Non-Users, Former Users and Users of Marijuana	16
6	Estimate of Expected Duration of Continued Use of Drugs, Alcoholic Drinks and Cigarettes of Senior High School Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana	17
7	Likelihood of their Using Drugs, Alcoholic Drinks and Cigarettes Perceived by Senior High Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana	19
8	Estimate of Length of Time Present Users will Continue to use Drugs, Alcoholic Drinks and Cigarettes by Senior High School Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana	21
9	Estimates of Usual Age for Beginning to Tryout or Use Drugs, Alcoholic Drinks and Cigarettes of Senior High School Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana	23
10	Estimates of Use of Drugs, Alcoholic Drinks and Cigarettes by "20 Best Friends" of Senior High School Male Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana	28
11	Estimates of Experimentation with Drugs, Alcoholic Drinks and Cigarettes by "20 Best Friends" of Senior High School Male Respondents Reporting that they are Non-Users, Former Users, or Users of Marijuana	29
12	Estimates of Use of Drugs, Alcoholic Drinks and Cigarettes by "20 Best Friends" of Senior High Schools Female Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana	30

TABLE PAGE

13 Estimates of Experimentation with Drugs, Alcoholic Drinks and Cigarettes by "20 Best Friends" of Senior High Schools Female Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana 31

14 Estimates of Use of Drugs, Alcoholic Drinks and Cigarettes by "100 Acquaintances I know by Name" of Senior High School Male Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana 32

15 Estimates of Experimentation with Drugs, Alcoholic Drinks and Cigarettes by "100 Acquaintances I know by Name" of Senior High School Male Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana 33

16 Estimates of Use of Drugs, Alcoholic Drinks and Cigarettes by "100 Acquaintances I know by Name" of Senior High School Female Respondents Reporting that they are Non-Users, Former Users, or Users of Marijuana 34

17 Estimates of Experimentation with Drugs, Alcoholic Drinks and Cigarettes by "100 Acquaintances I Know by Name" of Senior High School Female Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana 35

18 Estimates of Use of Drugs, Alcoholic Drinks and Cigarettes by 1,000 Students in my School" of Senior High School Male Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana 36

19 Estimates of Experimentation with Drugs, Alcoholic Drinks and Cigarettes by "1,000 Students in my School" of Senior High Male Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana 37

20 Estimates of Use of Drugs, Alcoholic Drinks and Cigarettes by "1,000 Students in My School" of Senior High School Female Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana 38

21 Estimates of Experimentation with Drugs, Alcoholic Drinks and Cigarettes by "1,000 Students in my School" of Senior High School Female Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana 39

22 Perception of Trends in Use of Drugs by Senior High School Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana 41

23 Perception of Trends in Experimentation with Drugs by Senior High School Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana 42

24 Estimates of Per cent of Users of Drugs, Alcoholic Drinks and Cigarettes who will go on to use Heroin or other Narcotics of Senior High School Respondents Reporting that they are Non-Users, Former Users and Users of Marijuana 51

TABLE PAGE

25 Perceived Differences Between Males' and Females' Use of Drugs, Alcoholic Drinks and Cigarettes of Senior High Respondents Reporting that they are Non users, Former Users or Users of Marijuana 52

26 Academic Status of Users of Drugs, Alcoholic Drinks and Cigarettes as Perceived by Senior High School Respondents Reporting that they are Non-Users, Former Users and Users of Marijuana 53

27 Relationship of Location of Schools and Use of Drugs, Alcoholic Drinks and Cigarettes as Perceived by Senior High School Respondents Reporting that they are Non-Users, Former Users and Users of Marijuana 54

28 Degree of Danger Associated with Regular Use of Drugs, Alcoholic Drinks and Cigarettes as Perceived by Senior High School Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana 55

29 Degree of Danger Associated with Experimentation with Drugs, Alcoholic Drinks and Cigarettes Perceived by Senior High School Respondents that they are Non-Users, Former Users or Users of Marijuana 56

30 Habituating Effects Associated with Drugs, Alcoholic Drinks and Cigarettes as Perceived by Senior High School Respondents Reporting that they are Non-Users, Former Users and Users of Marijuana 57

31 Type of Help Needed by Users of Drugs, Alcoholic Drinks and Cigarettes as Perceived by Senior High School Respondents Reporting that they are Non-Users, Former Users and Users of Marijuana 58

32 Feelings about Legal Penalty for Possession of Drugs, Alcoholic Drinks and Cigarettes Perceived by Senior High School Respondents Reporting that they are Non-Users, Former Users and Users of Marijuana 59

33 Feelings About the Need to Change the Law Regarding the Use of Drugs, Alcoholic Drinks and Cigarettes of Senior High School Respondents Reporting that they are Non-Users or Users of Marijuana 60

34 Feelings of Senior High Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana About the Need for Classes on the Use and Effects of Drugs, Alcoholic Drinks and Cigarettes 61

35 Types of Instruction Received on Drugs During the First Six Weeks of the School Year by Senior High Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana 62

36 Types of Instruction Received on Tobacco and Alcohol During the First Six Weeks of the School Year by Senior High Respondent Reporting that they are Non-Users, Former Users or Users of Marijuana 63

TABLE PAGE

37 Types of Instruction Received on Sex Education During the First Six Weeks of the School Year by Senior High Respondents Reporting that they are Non-Users, Former Users or Users of Marijuana 64

38 Psychological and Social Effects of Drug Use Perceived by Senior High Respondents Reporting that they are Non-Users, Former Users, and Users of Marijuana 65

39 Psychological and Social Factors Leading to Drug Use as Perceived by Senior High School Respondents that they are Non-Users, Former Users, or Users of Marijuana 68

40 Influence of Television, Magazines, Papers and Friends Upon Drug Use as Perceived by Senior High School Respondents Reporting that they are Non-Users, Former Users, or Users of Marijuana 70

41 Feelings of Senior High Respondents Reporting that they are Non-Users, Former Users, and Users of Marijuana About Designated Peer Types 71

42 Knowledge of Terms Associated with Drugs of Senior High School Respondents Reporting that they are Non-Users, Former Users, and Users of Marijuana 72

43 Knowledge of a Synonym for Heroin of Senior High School Respondents Reporting that they are Non-Users, Former Users, or Users of Marijuana 73

44 Knowledge of the Meaning of "Pusher" of Senior High School Respondents Reporting that they are Non-Users, Former Users, or Users of Marijuana 74

45 Beneficial Effects of Sunglasses to Users of Drugs, Alcoholic Drinks and Cigarettes as Perceived by Senior High School Respondents Reporting that they are Non-Users, Former Users, and Users of Marijuana 75

46 Beneficial Effects of Visene to Users of Drugs, Alcoholic Drinks and Cigarettes as Perceived by Senior High School Respondents Reporting that they are Non-Users, Former Users, or Users of Marijuana 76

47 Ill Effects of Poirotine, a Non-Existent Drug, as Perceived by Senior High School Respondents Reporting that they are Non-Users, Former Users, and Users of Marijuana 77

SECTION I

INTRODUCTION

In October 1969, a random sample of five per cent of the secondary students in grades 9-12 of the Montgomery County Public Schools responded to a questionnaire on their own use of drugs; on their perceptions of the prevalence of drug use and experimentation among their friends, acquaintances, schoolmates, and the teenage population; and on their knowledge about and perceptions of the dangers of drug abuse, opinions about the relationship between drug use and educational aspirations and achievement, feelings about drug users, and perceptions of the sociological and psychological factors involved in experimentation with and use of drugs. A total of 2,777 students participated in the survey: 1,429 in the junior high schools and 1,348 in the senior high schools.

The outcomes of this survey are reported in three volumes. The first volume, titled "A Survey of Secondary School Students' Perceptions of and Attitudes Toward Use of Drugs by Teenagers -- Part I, A General Overview of Survey Findings," summarizes how the secondary school population as a whole looks in terms of their reported drug use and their opinions about and attitudes toward drugs and drug use.

Examination of Part I reveals that, as would be expected, there is a range of opinion on every question asked. For example, while the majority of students feel that none or at most one of their 20 best friends uses marijuana, as summarized in Table 21 of Part I, some students (12.6 per cent) feel that 10 or more of their 20 best friends use marijuana. Another example, as indicated in Table 30 of Part I, is that an overwhelming majority of students feel that there should be legal penalties for the possession of heroin, but about 10 per cent of the respondents feel that there should not be any penalties. This sort of information from Part I suggests that for the respondents, considered as a group, opinion may be polarized with a definable group, or more than one such group, taking fairly consistent positions that are opposite from that of the majority of students.

This volume, Part II of the report, pursues this point by presenting a reexamination of the responses of the across-the-county sample of students. It is important to secure as good an estimate as the survey data can provide of the extent of any polarization of thinking about drugs among the teenage population, for use in planning educational strategies to meet the needs of all the young people in the community.

We can, in this introduction to Part II of the survey report, anticipate the outcome of detailed examination of the great mass of data provided in the tables that follow by saying, at the outset, that those students who report that they are using marijuana and those who report that they have tried marijuana but are not using it do, as groups, give significantly different responses from the group of students who report that they have never tried marijuana for many questions. For most questions on which such significant differences in responses occur, there is still considerable overlap of opinion among the three groups of students; but on some questions it is clear that, at least as regards the reported non-users versus the reported users, there is a degree of difference that amounts to polarization. In effect, the self-reported users see the drug scene very differently from the majority of students.

THE RECURRENT THEME OF THE ANALYSIS IN PART II OF THE SURVEY REPORT

This, in effect is the recurrent theme of Part II of this survey report. For every item in the survey instrument, the three constant questions asked in the present writing are:

1. Did the students who reported that they are "non-users" of marijuana respond differently from the students who reported that they have "tried but quit" marijuana?

2. Did the students who reported that they are "users" of marijuana respond differently from the students who reported that they are "non-users" of marijuana?

3. Did the students who reported that they are "users" of marijuana respond differently from the students who reported that they have "tried but quit" marijuana?

The answers to these questions will help to explain the range of survey responses among the survey respondents viewed as a representation of the total senior high student population. The data in this present writing will not change the overall picture of the general reaction to the drug scene of the teenage population, but they will make quite clear that a notable minority of young people in the senior high schools have a close relation to, and a point of view about, the drug scene that sets them apart from the larger body of students who classified themselves as "non-users."

THE PATTERN OF DATA PRESENTATION FOR PART II OF THE SURVEY REPORT

The senior high school respondents -- 673 boys and 675 girls -- have been subdivided into three subgroups according to their responses on the first item in the survey questionnaire, which asked about their own use or non-use of marijuana. The students who checked the option "I've never tried marijuana" are placed in the category of "non-users." The second category is for those who checked the option: "I've tried marijuana but quit." The third category includes all students who checked any of these options: "I use it almost once a month," "I use it almost once a week," or "I use it almost daily." Collectively, these students are classified as "users."

The number of senior high respondents in the three categories, thus defined are as follows:

	Boys	Girls
Reported non-users	515	559
Reported tried but quit	56	42
Reported users	89	65
Not responding to Question 1	13	9
TOTAL	673	675

The 22 senior high school students who did not respond to Question 1 were dropped from the pool of respondents because they could not be classified into one of the three subgroups. This left a total of 1,326 senior high respondents for the present analysis.

The terms "reported non-users," "reported tried-but-quit," and "reported users" have been used here to remind the reader that each respondent's placing in one of the three categories used in the present analysis is based upon the respondents' own choice of option to the question: "How much use do you make of marijuana?" -- not upon external proof of the fact that every respondent is, in this analysis properly located in the category for which he nominated himself.

With the senior high respondents thus classified by self-report, the groups can be paired as follows for comparison of their responses to any given question in the survey instrument:

1. "non-users" vs. "trieds-but-quit"
2. "trieds-but-quit" vs. "users"
3. "non-users" vs. "users"

The junior high school respondents are not considered in this analysis because the numbers of younger students reporting "tried but quit (marijuana)" and "use (marijuana)" were too small to warrant for the junior high respondents the elaborate analysis here reported for the senior high respondents. Only 24 male and 15 female junior high students out of 1,429 junior high students reported "tried but quit" and only 13 boys and 18 junior high girls reported any degree of use of marijuana.

THE FORMAT OF THE TABLES IN PART II

All of the tables in Part II have the same format. Each table presents, for the question it summarizes, the per cent of respondents in each subgroup from the data for female respondents.

The following format of data on the responses to the question "Do you intend to go to college?" is illustrative.

TABLE 1

COLLEGE ATTENDANCE INTENTIONS OF SENIOR HIGH SCHOOL RESPONDENTS REPORTING
THAT THEY ARE NON-USERS, FORMER USER OR USERS OF MARIJUANA
(Respondents Classified by Sex and Reported Own Use of Marijuana)

	Per Cent of Each Type of Respondent Indicating Intention of Attending College		
Responses	Non-users	Tried But Quit	Users
		MALE RESPONDENTS	
Yes	86	89	73
No	8	2	9
I Don't Know	5	9	16
No Response	1	0 C	2
		FEMALE RESPONDENTS	
Yes	79	67	75
No	12	19	19
I Don't Know	8	7	6
No Response	1 A	7	0

As indicated, there are three columns of percentage figures in each part of the table -- the first column represents the responses of students who report that they have never tried marijuana; the second, for students who report that they have tried marijuana but have quit using it, and the third, for students who report that they use marijuana at least once a month.

"Real" vs. Non-Significant Differences

The above percentage distribution of responses of male respondents looks different for each of the three subgroups. Actually, the only "real" differences are between the data in the first and the third columns, that is, between the self-reported "non-users" of marijuana and the self-reported "users." The presence of this difference is indicated by the letter "C" which appears below the center column of percentages.

For the female respondents, the figures in all three columns also look different; but, again only one of the three possible inter-group comparisons involves "real" differences; namely, the comparison between the girls who say that they have "never tried" marijuana and those who say that they have "tried but quit." This difference is indicated by letter "A" in the center of the first and second column of percentages.

On all tables in this volume, the issue of whether the observed differences are "real" (that is significant) has been tested for:

a. Self-reported "non-users" vs. self-reported "tried but quit" respondents

b. Self-reported "tried but quit" vs. self-reported "users"

c. Self-reported "non-users" vs. self-reported "users"

The statistical test used was the chi-square test of differences in proportionality. This test determines whether the proportion of respondents in each group who select each of the available answer options to a given question is, or is not, of the size that would be expected by the laws of probability. If the test demonstrates that the distribution of responses approximate expectancy, the chi-square test is said to be "non-significant," meaning that the observed differences between the two groups are of sizes that could have occurred by chance. Observed differences that are non-significant must be treated as if they were not differences. If the chi-square test proves "significant," the observed differences may be treated as "real." The differences in proportionality, not the magnitude of the differences, is the determining factor in the chi-square test.

Returning to Table 1 on intent about college careers, there are quite obvious observed differences between the self-reported "tried but quit" male group and the self-reported "user" group. Sixteen (16 per cent) fewer of the reputed male "users" than the "tried but quit" group (73 vs. 89) say they intend to go to college, and seven per cent more of the "users" than the "tried but quit" (16 vs. 9) say they are undecided ("I don't know"). However, the chi-square test is non-significant between these two groups; so these attention-attracting observed differences must be treated as if they were not there; hence, it would not be appropriate to conclude that more "tried but quit" respondents than reputed "users" plan to go to college. On the other hand, the differences between the self-reported "non-users" and the self-reported "users" are statistically significant by chi-square test; so the differences here may be treated as real; and we may say that more "non-users" plan to go to college and fewer of them are undecided, as compared with the self-reported "users."

This constraint on the interpretation of observed differences in responses between two groups being compared must be kept in mind in examining and reviewing the data in all the tables in this volume. In all tables a letter code is used to indicate when the observed overall distribution of responses to a question by each of a given pair of groups of respondents is significant; namely:

1. The letter "A" means that there is a significant difference between the distribution of responses of students who report "non-use" of marijuana and those who report that they "tried but quit" use of marijuana.

2. The letter "B" means that there is a significant difference between the distribution of responses of students who report that they "tried but quit" use of marijuana and those who report that they are "users" of marijuana.

3. The letter "C" means that there is a significant difference between the distribution of responses of students who report that they are "non-users" of marijuana and those who report that they are "users" of marijuana.

"Distribution of responses" means the list of all responses for all the options in the question considered together. In Table 1, for example, one distribution of responses is 86-8-5-1 for "non-users" and another distribution is 73-9-16-2 for "user." The letters A, B, or C, as appropriate to the specific case, are used in all tables in this volume to indicate when these are significant differences between two distributions of percentages like these.

There are, of course, as many intergroup comparisons between any two groups, like "non-users" versus the "tried-but-quits," as there are questions on the survey instrument; namely, 305 such comparisons. A general idea of the relative degree of difference between the pairs of groups is provided by this summary of the proportions of cases out of 305 in which the differences between each pair of groups were found to be statistically significant:

FOR MALE RESPONDENTS

Non-users vs. Tried-but-Quits - 44.26 per cent

Tried-but-quits vs. Users - 15.4 per cent

Non-users vs. Users - 74.42 per cent

FOR FEMALE RESPONDENTS

Non-users vs. Tried-But Quits - 40.0 per cent

Tried-but-Quits vs. Users - 15.4 per cent

Non-users vs. Users - 62.0 per cent

The figures indicate that the distribution of responses for "trieds-but-quit," considered as a group, differed from the responses of the "users," considered as a group for about one out of seven questions, both for male and for female respondents. Between "non-users" versus "trieds-but-quit" there were significant differences in their distribution of responses for two out of five questions; these two types of students differ considerably more from one another than the "trieds-but-quit" differed from the "users." However, the most dramatic differences are between the reported "non-users" of marijuana as compared with the reported "users" of marijuana. Among male respondents, they differed in their group responses for nearly three-fourths of the questions; and among female respondents, they differed on three out of five questions. The remainder of this present writing is, in effect an extended explanatory footnote to this basic finding that self-reported marijuana "users" react far differently to the drug scene than the self-reported "non-users" of marijuana and that students who claim to have tried-but-quit using marijuana reacted more like the "users" than they did like the "non-users."

The tables that follow present a great store of specific detail on the nature of these differences between the groups of respondents, classified according to their reported involvement with marijuana.

When examining the details in the tables, the reader should first ascertain whether the pairs of distributions being compared are labelled as significantly different. It is also advisable to keep in mind that, even when two pairs of distributions are labelled as different (by the letter designations discussed on page 6 above) one cannot be sure from inspection which pair or pairs of percentages are the key factors in causing the statistical significance. For example, in the data on Table 1, an impressive 13-point difference is found between the "yes" vote of 86 per cent of the "non-users" and the 73 per cent vote of the "users" regarding intent to go to college. Actually, this 13-point difference, while attention-attracting is not as important as the 11-point difference for the "I don't know" vote -- five per cent for the "non-users" versus 16 per cent for "users." By actual statistical test, the smaller observed difference (11 points) proves to be ten times as important in the test of significance than the larger difference (16 points) in the "yes" category. Any effort to document this sort of statistical nicety for between-group differences in the choice of every single option in any two distributions of responses that are significantly different would result in a narrative too lengthy for justification.

To estimate the relative importance of observed differences between specific pairs of percentage figures, as just illustrated, a useful (but not infallible) rule of thumb would be to find the pair of percentage differences which are most disproportionate. Thus, using Table 1, again as illustration, the ratio of five per cent to 16 per cent (for the pair of "I don't know" votes) is one to three; but the ratio of 89 per cent to 73 per cent (for the pair of "yes" votes) is one to one (more nearly 1.0 to 0.9). The ratio, one to three, is more disproportionate than the ratio, one to one; hence, the relatively greater indecision among "users" than among "non-users" about college can be pointed to as the most important difference in data for male respondents in Table 1.

DESCRIPTION OF THE RESPONDENTS

Table 1, just used to illustrate the general tabular format in this volume, covers the matter of differences in intent about college careers among the three different types of students. As just indicated, there is a bit more indecision about college attendance among boys who say they use drugs than among self-reported "non-users."

Table 2 reports data on the respondents' feelings about their own academic proficiency. There are no statistically significant differences on Table 2, meaning that all three groups have approximately the same range of feeling about themselves in the role of students, whether they report themselves to be in the "non-user," "tried-but-quit," or "user" group.

TABLE 2

EVALUATIONS OF THEIR ACADEMIC STANDING MADE BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)

	Per Cent of Each Type of Respondent Evaluating Academic Standing as Stated		
Grades on Last Report	Non-users	Tried But Quit	Users
	MALE RESPONDENTS		
Above Average	48	39	42
Average	40	37	42
Below Average	7	20	8
No Response	5	4	8
	FEMALE RESPONDENTS		
Above Average	52	38	46
Average	43	48	42
Below Average	4	7	11
No Response	1	7	1

The data thus indicate that there are no differences between groups regarding their own evaluations of their academic standing.

SEQUENCE OF TABLES IN THIS VOLUME

From this point on, the tables in this volume follow the sequence of the tables in Part I. Table numbers are not identical; however, so Appendix A provides a cross-index, to facilitate reference from a table in Part II to its counterpart in Part I of this survey report.

SECTION II

OWN USE AND PEERS' USE OF AND EXPERIMENTATION WITH DRUGS, ALCOHOLIC DRINKS AND CIGARETTES

This section includes the data on senior high school respondents' answers to questions about their own use of the products named in the questionnaire and their estimates of the per cent of their "20 best friends," "100 acquaintances known by name" and "1,000 students in my school" who use or have experimented with these products. As explained in Part I, the students were asked to assume that their school enrollment was 1,000 for ease of estimation.

As a preface to the self-reported figures on own use of the products and to the respondents' estimates of use among peers, Table 3 here, like its counterpart (Table 17) in Part I, shows the sources of information cited by the respondents.

Between "non-user" and "user" male respondents, there are significant differences among reputed sources of information about all products except cigarettes; and, between "non-users" and "trieds-but-quit," for marijuana, LSD, and heroin. In general, the "users" claim less discussion of drugs and more "seeing drugs used."

There are no differences between range of responses for "trieds-but-quit" and "users," whether males or females for any of the eight products.

Contrary to the situation among boys, the girl "non-users" and the girl "trieds-but-quit" differ regarding reported source of information for all products except LSD. The "non-users" seem to have had more "discussion about drugs"; the "trieds-but-quit" more "seeing drugs used." "non-users" and "users" among the girls differ as regards sources of information for all products except glue, alcoholic drinks, and cigarettes. The "users" reported less amount of "overhearing remarks" and "discussion of drugs" than the "non-users."

TABLE 3

SOURCE OF INFORMATION ABOUT DRUGS, ALCOHOLIC DRINKS AND CIGARETTES OF SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS AND USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

DRUGS:	PER CENT OF EACH TYPE OF RESPONDENT INDICATING EACH SOURCE OF INFORMATION ABOUT NAMED PRODUCT																							
	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
MALE RESPONDENTS																								
Source of Information																								
Overhearing Remks.	14	2	0	14	7	5	13	7	3	12	11	6	13	2	6	5	2	0	2	0	1	12	12	6
Ord. Conversation	24	12	19	12	22	22	14	18	17	11	16	24	16	18	19	24	9	15	16	13	9	10	14	15
Dis. of Drugs	24	9	5	26	23	16	33	20	11	28	21	17	22	21	17	12	7	6	12	9	6	30	23	21
Being Shown Drugs	3	0	1	5	4	3	4	5	1	6	5	2	4	2	1	3	4	1	3	2	0	6	4	4
Seeing Drugs Used	7	43	37	2	7	19	3	18	25	2	9	14	6	18	20	31	50	39	42	52	48	2	11	7
None of the Above	14	11	12	34	23	18	23	14	20	34	25	20	30	30	19	12	16	17	12	12	14	34	25	27
No Response	14 A	23 C	26	7	14 C	17	10 A	18 C	23	7	13 C	17	9	9 C	18	13	12 C	22	13	12	22	6 A	11 C	20
FEMALE RESPONDENTS																								
Source of Information																								
Overhearing Remks.	12	7	3	12	14	4	17	12	5	13	12	6	17	7	9	9	0	2	4	0	0	16	14	12
Ord. Conversation	23	5	11	12	7	14	13	14	15	13	10	15	17	9	23	30	12	20	25	5	18	8	5	12
Dis. of Drugs	33	12	12	33	19	14	40	29	20	33	21	22	25	24	19	11	2	9	12	2	12	36	26	29
Being Shown Drugs	1	0	3	3	5	6	2	0	2	2	5	2	2	0	2	2	2	1	1	0	2	4	0	2
Seeing Drugs Used	8	48	39	3	24	28	4	14	29	3	17	18	7	19	15	28	55	42	37	67	45	2	7	19
None of the Above	12	12	15	32	21	20	17	17	14	30	26	20	27	28	23	10	12	15	9	9	12	27	31	20
No Response	11 A	16 C	7	5 A	10 C	14	7	14 C	15	6 A	9 C	17	5 A	12	9	10 A	17	11	10 A	17	11	5 A	17 C	6

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

SELF-REPORT OF USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES

Tables 4, 5 and 6 summarize the responses to questions regarding the self-report of the respondents' own use of the eight products considered in this survey, the age at which they first began to use such products and, their anticipation of continued use of each of the products.

Present Use of Drugs, Alcoholic Drinks and Cigarettes

The group of students who had tried marijuana but quit and the group of students who reported that they use marijuana regularly differed from the students who reported they had never tried marijuana in all instances except two, namely, for use of heroin by female respondents (Table 4) and use of glue by female respondents (Table 5) in reported use of these products.

These data, excerpted from Table 4, make this point arrestingly clear.

Type of Respondent	Sex	N	Per Cent of Indicated Types of Respondent Reporting Former or Present Use of Product Named			
			Amphet.	LSD	Barb.	Glue
	M	515	0	0	1	5
Never tried marijuana	F	559	2	0	1	3
Tried but quit marijuana	M	56	14	7	21	29
	F	42	12	2	12	9
	M	89	47	46	39	35
Use marijuana	F	65	64	47	49	20

Type of Respondent	Sex	N	Alcohol	Cigarettes	Heroin
	M	515	63	60	0
Never tried marijuana	F	559	52	60	0
Tried but quit marijuana	M	56	89	89	6
	F	42	93	91	0
	M	89	89	92	15
Use marijuana	F	65	83	91	12

Clearly, many reported users of marijuana seek experience with all of the products considered in the survey, except for heroin. Among the "trieds-but-quit (marijuana), there are also some students who have sought more general experience with drugs, but they are proportionately fewer than among the users. The "non-users" of marijuana limit their involvement with the products named to alcohol and cigarettes, and although in large proportion (between 52 and 63 per cent), not so much as among the "trieds-but-quit" and the users of marijuana.

TABLE 4

SELF REPORT ON OWN USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES OF SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA
(RESPONDENTS CLASSIFIED BY SEX, AND REPORTED OWN USE OF MARIJUANA)[1]

DRUGS:	PER CENT OF EACH TYPE OF RESPONDENT INDICATING USE OF NAMED PRODUCT																							
	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
												MALE RESPONDENTS												
EXTENT OF OWN USE																								
NEVER TRIED IT	100	0	00	99	86	53	100	93	51	98	79	61	95	71	65	36	11	8	39	11	7	98	93	84
TRIED BUT QUIT	0	100	0	0	12	30	0	5	15	1	14	29	4	23	30	20	7	15	41	36	30	0	2	9
USE ALMOST ONCE A MONTH	0	0	40	0	0	9	0	2	19	0	5	7	1	4	0	26	37	30	3	9	2	0	2	0
USE ALMOST ONCE A WEEK	0	0	33	0	2	6	0	0	8	0	2	0	0	2	1	15	36	30	1	3	4	0	0	1
ALMOST EVERY DAY	0	0	27	0	0	2	0	0	4	0	0	3	0	0	4	2	9	14	15	41	56	0	2	5
NO RESPONSE	0	A 0	B 0	1	A 0	B 0	0	A 0	B 3	1	A 0	0	0	A 0	0	1	A 0	3	1	A 0	1	2	A 2	1
		C			C			C			C			C			C			C			C	
												FEMALE RESPONDENTS												
EXTENT OF OWN USE																								
NEVER TRIED IT	100	0	0	98	86	35	100	93	51	99	83	49	97	86	78	47	5	17	40	7	9	99	95	85
TRIED BUT QUIT	0	100	0	1	10	26	0	0	18	1	7	29	2	7	18	22	22	20	40	36	34	0	0	8
USE ALMOST ONCE A MONTH	0	0	34	1	0	28	0	2	14	0	5	20	1	2	0	23	45	37	4	2	2	0	0	1
USE ALMOST ONCE A WEEK	0	0	45	0	2	5	0	0	14	0	0	0	0	0	2	7	24	20	4	10	1	0	0	3
ALMOST EVERY DAY	0	0	21	0	0	5	0	0	1	0	0	0	0	0	0	0	2	6	12	43	54	0	0	0
NO RESPONSE	0	A 0	B 0	0	A 2	B 1	0	A 5	B 2	0	A 5	B 2	0	A 5	2	1	A 2	0	0	A 2	0	1	5	3
		C			C			C			C			C			C			C			C	

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[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

Table 4 documents the fact that, among male respondents, the self-reported marijuana "users" and "trieds-but-quit" group, differed from self-reported "non-users" in their reponses regarding use of all eight products.

Also, among the female respondents, those reporting that they were "users" of marijuana and those who reported that they had "tried-but-quit" marijuana differed from the reported female "non-users" of marijuana except in the one instance where the "trieds-but-quit" did not differ from the "non-users."

Another very notable finding on Table 4 is that, not only for use of marijuana but also for use of amphetamines, LSD and barbiturates the "users" differed in their responses from the "trieds-but-quit" -- and in the case of glue, for the female respondents, also. In this regard, the "users" report more experimenting with these other drugs than do the "trieds-but-quit."

The impression seems borne out that a group of students, relatively small in relation to the total population but substantial in terms of the nature of the problem being studied, constitutes a dependable drug-oriented minority within the teenage drug scene.

REPORT ON AGES AT WHICH RESPONDENTS BEGAN TO USE THE PRODUCTS CONSIDERED IN THE SURVEY AND ESTIMATE OF EXPECTED DURATION OF CONTINUED USE

Table 5 records the data for the self-report of the three subgroups on the ages at which they began use of the products which they claim to be using. Table 6 reports data on the respondents' expectations regarding continued use of the products they claim to be using at the time of the survey. These two tables are different from all the other tables in either Part I or Part II of this survey report. The data reported are only for students who claim to be using each of the products considered in the survey.

The percentage figures in Table 5 and 6 are simply redistributions of the per cent of respondents who reported in Table 4 that they are users of each of the products named, with the self-reported non-users of Table 4 assigned to the no response category in Tables 5 and 6.

The percentage figures appear large because they are based on numbers of reported marijuana users also using each product. A clearer perspective on the age at which experimentation begins among the teenage population is provided in these data for the total group of senior high school respondents (1,326 students):

PER CENT OF ALL HIGH SCHOOL RESPONDENTS REPORTING THAT THEY BEGAN USE OF THE NAMED PRODUCT AT THE AGE INDICATED

Age:	Marijuana	Amphetamines	LSD	Barbiturates	Glue	Alcoholic Drinks	Cigarettes	Heroi
At age 13	2	1	1	1	2	16	28	>1
At age 14	4	2	1	2	2	14	13	1
At age 15	5	2	2	2	2	15	10	1
At age 16	6	2	1	1	<1	10	5	>1
At age 17-18	2	1	1	1	1	3	1	>1
No Response	81	92	94	93	93	43	43	97

Table 5 gives details on the age at which the use of each product was begun, revealing that use of marijuana begins at age 13 for a considerable portion of the reported users and reaches a peak at age 16, after which there is a drop in new users. For amphetamines, LSD and barbiturates, the use begins as early as age 13, also, with a peaking at age 15. Age 13 is, again, the big year for entry into involvement with alcohol and cigarettes, with new users added at age 14 and 15, but with a precipitous drop, thereafter.

Table 6 indicates that, except for marijuana, alcoholic drinks and cigarettes, most users plan "to quit soon" or do not feel able to predict future use. The male respondent "users" tend to predict continued use ("maybe more than 5 years") more than the other two groups for marijuana and alcoholic drinks; and more "trieds-but-quit" and more "users" than "non-users" of marijuana predict use of cigarettes for "maybe more than 5 years."

TABLE 5

SELF REPORT OF AGE WHEN THEY BEGAN USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES OF SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(RESPONDENTS CLASSIFIED BY SEX AND REPORTED OWN USE OF MARIJUANA)[1]

DRUGS:	PER CENT OF EACH TYPE OF RESPONDENT INDICATING AGE OF BEGINNING USE OF NAMED PRODUCT																							
	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
										MALE RESPONDENTS														
AGE																								
AT AGE 13	0	7	16	0	0	8	0	1	3	0	0	11	1	13	8	11	32	46	27	34	52	0	0	3
AT AGE 14	0	14	20	0	5	12	0	2	8	0	4	7	1	5	12	15	27	23	12	20	12	0	0	7
AT AGE 15	0	30	22	0	5	15	1	2	19	0	11	11	1	5	9	17	13	11	7	16	14	1	1	8
AT AGE 16	1	31	32	1	4	13	0	2	13	1	3	8	0	2	2	11	9	3	5	5.	1	0	2	1
AT AGE 17-18	0	13	8	0	2	1	0	0	6	0	3	3	0	4	4	2	5	3	0	2	2	0	2	2
NO RESPONSE	99 A	5 C	2	99 A	84 C	51	99 A	93 B C	51	99 A	79 B C	60	97 A	71 C	65	44 A	14 C	14	49 A	23 C	19	99 A	95 C	79
										FEMALE RESPONDENTS														
AGE																								
AT AGE 13	0	7	12	0	0	9	0	0	5	0	2	8	1	5	9	10	19	37	22	24	48	0	2	3
AT AGE 14	0	22	37	1	3	15	0	0	8	0	3	14	1	2	3	11	21	14	13	24	15	0	0	2
AT AGE 15	0	26	21	0	5	23	0	2	21	1	3	15	1	2	8	13	21	22	11	26	15	0	0	4
AT AGE 16	0	33	17	0	2	13	0	0	9	0	0	11	0	0	0	10	12	6	4	7	8	0	0	3
AT AGE 17-18	1	7	11	1	2	3	1	0	5	0	2	3	0	0	0	2	10	1	1	0	2	1	0	0
NO RESPONSE	99	5 C	2	98 A	88 C	37	99 A	98 B C	52	99 A	90 B C	49	97	91 C	80	54 A	17 C	20	49 A	19 C	12	99 A	98 C	88

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[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

TABLE 6

ESTIMATE OF EXPECTED DURATION OF CONTINUED USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES OF SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Indicating Length of Expected Duration of Use of Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Duration of Expected Use																								
Quit or Will Quit Soon	0	73	8	1	16	30	1	9	18	1	16	32	2	20	32	11	11	12	29	36	27	0	3	18
Maybe a Year	0	0	6	0	0	1	0	2	2	0	3	0	1	0	0	3	3	1	3	3	2	0	0	0
Maybe 5 Years	0	0	3	0	0	2	0	0	2	0	0	1	0	0	0	1	4	1	1	4	2	0	0	0
Maybe More than 5 Years	0	2	21	0	0	6	0	0	6	0	0	2	0	0	3	6	16	34	1	7	18	0	2	3
I Don't Know	1	7	57	0	2	9	0	0	23	0	2	8	0	5	1	31	50	36	10	29	32	1	4	6
No Response	99 A	18 B C	5	99 A	82 B C	52	99 A	89 B C	49	99 A	79 C	57	97 A	75 C	64	48 A	16 C	16	56 A	21 C	19	99 A	91 C	73
										FEMALE RESPONDENTS														
Duration of Expected Use																								
Quit or Will Quit Soon	0	64	2	1	12	25	0	0	12	1	7	28	2	5	14	13	17	20	28	31	38	0	0	8
Maybe a Year	0	3	3	0	0	3	0	2	0	0	0	1	0	2	0	1	2	0	2	5	3	0	2	0
Maybe 5 Years	0	0	9	0	0	1	0	2	2	0	0	0	0	2	0	0	0	2	0	0	0	0	0	0
Maybe More than 5 Years	0	0	17	0	0	1	0	0	6	0	2	2	0	0	3	4	12	12	1	9	5	0	0	1
I Don't Know	1	19	68	1	9	28	1	10	25	1	12	15	1	10	1	23	50	43	12	36	40	1	7	9
No Response	99 A	14 B C	1	98 A	79 C	42	99 A	86 B C	55	98 A	79 C	54	97 A	81 C	82	59 A	19 C	23	57 A	19 C	14	99 A	91 C	82

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

PERCEPTION OF LIKELIHOOD OF RESPONDENTS OWN FUTURE USE OF PRODUCTS CONSIDERED

Table 7 summarizes the responses of the three groups of students to questions on the likelihood of their future use of the eight products considered in the survey.

This table dramatized the great difference between the group of students reporting that they are presently "non-users" of marijuana and those who report that they are presently "users" of marijuana.

For all eight products, the group of male "users" of marijuana contains a higher percentage of respondents than does the group of male "non-users" who consider it "very likely" that they will use these products in the future. The same trend is shown for female "users" vs female "non-users" for all but two of the products (glue and cigarettes).

A notable finding in Table 7 is that higher percentages of respondents among the present "users" of marijuana than among the "trieds-but-quit" consider it "very likely" or "possible" that they will in the future use marijuana, amphetamines, LSD, or barbiturates (barbiturates for female respondents but not for males). In fact, only 42 per cent of the "non-user" boys and 47 per cent of the "non-user" girls consider it is "impossible" that they will use marijuana in the future. Among the present "trieds-but-quit," almost two-thirds think that their future use of marijuana is "very likely" or "possible." Only one out of ten present "trieds-but-quit" consider it impossible that they will use marijuana in the future and, as for the present "users" of marijuana, the data on Table 7 reflect overwhelming likelihood of future use, as far as the respondents present thinking is concerned.

TABLE 7

LIKELIHOOD OF THEIR USING DRUGS, ALCOHOLIC DRINKS AND CIGARETTES PERCEIVED BY SENIOR HIGH RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

Drugs:	Marijuana			Amphetamines			LSD			Barbiturates			Glue			Alcoholic Drinks			Cigarettes			Heroin		
	Per Cent of Each Type of Respondent Indicating the Relative Likelihood of Their Future Use of Named Product																							
Type of Respondents:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Likelihood of Future Use																								
Very Likely	6	30	87	0	5	18	0	4	31	0	7	9	1	5	5	48	73	71	17	48	60	0	4	6
Possible	14	36	5	4	18	17	3	18	17	3	13	17	4	5	4	26	20	11	15	9	6	2	2	6
Unlikely	32	20	4	29	38	42	20	23	25	29	38	42	23	22	27	12	1	12	25	21	17	13	16	17
Impossible	42	11	2	59	30	20	71	52	24	61	36	27	67	64	62	8	2	4	39	20	16	79	75	70
I Don't Know	6	3	1	8	7	2	5	3	2	6	5	3	5	2	1	6	2	0	4	0	0	5	3	1
No Response	0 A	0 B C	1	0 A	2 C	1	0 A	0 B C	1	1 A	1 C	2	0 A	2 C	1	0 A	2 C	2	0 A	2 C	2	1	0 C	0
										FEMALE RESPONDENTS														
Likelihood of Future Use																								
Very Likely	5	26	95	2	2	34	0	5	26	1	0	22	1	5	2	36	67	43	20	48	62	1	0	9
Possible	15	33	5	3	10	26	1	10	25	4	7	17	3	7	8	34	14	36	19	14	3	1	2	5
Unlikely	29	31	0	26	40	25	19	12	26	25	38	37	23	14	26	15	12	12	24	14	14	14	12	20
Impossible	47	10	0	62	45	12	76	69	23	62	52	21	69	71	64	12	7	9	34	24	20	81	81	66
I Don't Know	4	0	0	7	2	2	3	4	0	7	3	3	4	3	0	3	0	0	3	0	1	3	5	0
No Response	0 A	0 B C	0	0	0 B C	2	1 A	0 B C	0	1	0 B C	0	0	0	0	0 A	0	0	0 A	0 C	0	C	0 C	0

[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

PERCEPTIONS OF LENGTH OF TIME OTHERS PRESENTLY USERS OF DRUGS WILL CONTINUE TO USE THEM

The date on Table 8, indicates that many respondents in general felt unqualified to estimate the length of time that present users of each of the eight products surveyed will continue to use them. The "I don't know" option recieves the highest vote by all three categories of students regarding alcoholic drinks and cigarettes. For alcohol and cigarettes, most respondents -- "users," "trieds-but-quit" and "non-users" alike -- think that present "users" will continue to use them all their lives. This, too, is an arresting finding.

Among the present "non-users," very small percentages feel that future use of amphetamines, LSD, barbiturates, glue and heroin is "very likely" or "possible;" but, on the other hand, about one out of five settle for a non-commital "unlikely."

A remarkably high proportion of present "users" of LSD -- about half of both the male and the female respondents who say they are presently using marijuana -- considered it "very likely" or "possible" that they will use LSD in the future. The "users" out-pace the "trieds-but-quit" on this score, but 23 per cent of the males and 12 per cent of the females among the "trieds-but-quit" consider LSD use as at least possible in the future.

TABLE 8

ESTIMATE OF LENGTH OF TIME PRESENT USERS WILL CONTINUE TO USE DRUGS, ALCOHOLIC DRINKS AND CIGARETTES BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Estimating Length of Continued Use of Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
MALE RESPONDENTS																								
Length of Continued Use																								
Less Than A Year	9	12	4	5	16	16	10	20	10	7	14	18	21	36	34	1	2	1	1	0	1	6	11	11
1 Year	16	20	8	11	14	10	10	18	13	7	16	11	11	11	6	2	0	0	1	2	0	4	5	4
5 Years	14	23	27	7	9	12	10	12	16	9	9	6	4	5	0	5	3	3	8	14	9	6	9	10
All His Life	9	9	28	10	13	7	15	9	15	12	11	10	5	2	10	65	75	73	65	61	58	27	32	29
I Don't Know	50	34	29	65	46	53	54	39	43	64	48	53	58	44	47	26	18	20	24	21	29	56	41	44
No Response	2	2 B C	4	2	2 C	2	1	2	3	1	2 C	2	1	2 C	3	1	2	3	1	2	3	1	2	2
FEMALE RESPONDENTS																								
Length of Continued Use																								
Less Than A Year	12	5	0	7	7	6	11	19	12	6	17	11	21	36	26	2	2	0	2	2	1	6	7	9
1 Year	15	17	8	7	17	12	11	14	18	6	9	9	10	5	8	4	0	1	2	0	1	4	0	1
5 Years	15	21	29	7	17	12	8	12	11	7	10	6	4	7	3	6	10	3	8	14	11	5	7	3
All His Life	11	14	18	9	2	9	13	3	9	14	2	12	4	0	6	67	67	66	68	62	54	22	15	25
I Don't Know	46	41	45	69	52	59	56	50	48	66	57	60	60	50	55	22	19	28	19	21	31	62	69	60
No Response	1	2 C	0	1 A	5	2	1	2	2	1	5	2	1	2	2	0	2	2	1	2	2	1	2	2

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

OPINIONS ABOUT AGES AT WHICH OTHERS BEGIN TO USE THE PRODUCTS SURVEYED

Table 9 summarizes data on the three different groups of respondents' perceptions regarding the ages at which other young people begin to use drugs, alcoholic drinks, and cigarettes. In this regard, there are some differences between the perceptions of "non-users" and "users," namely because of higher "I don't know" votes for "non-users."

Generally, however, the responses here are similar to those on Table 5, in which the respondents' self-report on age for beginning drugs is summarized. If it adds anything, Table 9 suggests that the beginning age may be prior to age 13, for glue, alcoholic drinks and cigarettes, the lowest age for which the question on self-report contained answer options.

TABLE 9

ESTIMATES OF USUAL AGE FOR BEGINNING TO TRYOUT OR USE DRUGS, ALCOHOLIC DRINKS AND CIGARETTES OF SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS AND USERS OF MARIJUANA
(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Estimating the Usual age for Beginning Use of Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Age Estimates																								
Before Age 13-14	2	3	8	1	0	3	1	2	3	2	0	3	21	25	26	14	25	33	42	55	49	0	0	2
Around Age 13-14	23	36	27	8	12	14	5	2	6	7	5	17	31	30	33	40	44	40	42	29	27	3	0	1
About 15-16	48	48	55	22	36	38	25	41	46	24	43	34	14	11	10	35	20	18	7	5	14	13	16	15
Later	8	9	2	22	21	15	38	31	28	22	20	15	3	5	0	4	7	0	2	4	1	37	52	50
I Don't Know	17	2	5	46	29	27	30	19	14	44	30	29	30	27	27	6	2	7	6	5	6	45	28	29
No Response	2	2	3	1	2	3	1	5	3	1	2	2	1	2	4	1	2	2	1	2	3	2	4	3
		C			C			C			C			C										
										FEMALE RESPONDENTS														
Age Estimates																								
Before Age 13-14	1	7	6	1	0	1	0	0	3	1	0	2	19	26	35	17	14	29	41	41	58	0	0	1
Around Age 13-14	32	43	52	10	10	20	7	0	6	9	7	15	35	29	20	44	50	45	46	48	31	4	0	2
About 15-16	52	38	33	30	33	40	37	52	52	28	43	32	16	12	9	30	24	15	8	2	6	19	5	28
Later	4	5	6	21	33	15	36	31	22	25	24	21	4	5	5	5	5	1	2	2	0	34	57	32
I Don't Know	10	2	3	37	19	22	19	12	14	36	21	28	25	26	28	3	2	8	2	2	2	42	36	35
No Response	1 A	5	0	1	5	2	1	5	3	1	5	2	1	2	3	1	5	2	1	5	3	1	2	2
		C						C						C										

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

RESPONDENTS' ESTIMATES OF PROPORTIONS OF THEIR PEERS WHO ARE USING AND EXPERIMENTING WITH THE EIGHT PRODUCTS SURVEYED

Tables 10 through 21 report information on the differences in perceptions of reported marijuana "non-users," "tried-but-quit," and "users" regarding use of and experimentation with marijuana, amphetamines, LSD, barbiturates, glue, alcoholic drinks, cigarettes and heroin among their "20 best friends," "the 100 acquaintances they know by name," and "the 1,000 students in your school." These twelve tables deal essentially with the same topics; and, for this reason, a single narrative statement is presented here for all these tables.

Perceptions of Drug Use among "20 Best Friends"

Regarding reports on the extent of use of each of the eight products among one's "20 best friends," the "non-users" differed significantly from both the "trieds-but-quit" and the "users"; but the "trieds-but-quit" and the "users" differed only as regards the extent of use of marijuana among their "20 best friends." Among male respondents (Table 10), 60 per cent felt that none of their "20 best friends" were using marijuana, compared with 14 per cent of the "trieds-but-quit" and five per cent of the "users" who felt that none of their best friends were using marijuana. Among female respondents (Table 12), the corresponding percentages of respondents thinking that none of their "20 best friends" use marijuana was 57 per cent, seven per cent and two per cent, respectively. Some of the "non-users" and the "trieds-but-quit" acknowledged that as many as five of their "20 best friends" use marijuana, but the modal responses for "users" was that either five, ten or all 20 of their "20 best friends" use marijuana. In fact, among the "user" respondents, 21 per cent of the males and 38 per cent of the females reported that all 20 of their "20 best friends" are also users. Given the size of the reported "user" group, these proportions (21 per cent and 38 per cent) means that 18 male "users" and 25 female "users" -- 43 "users" in all, out of 1,348 respondents belong to groups in which every member reportedly is a "user" of marijuana. The data on Tables 10 and 12 also suggest that use or alcohol and, to a lesser extent, cigarettes may be analogous to the "in-group" use of marijuana, for relatively large percentages of "user" respondents report use of alcohol and cigarettes by all of their "20 best friends." There is no way to extrapolate accurately from this information to the number of such "in" circles among the teenage population generally. Each such clique need not be 20 members strong, (the question asked about one's "20 best friends); the groups may have been smaller or perhaps larger, and there may well be overlap in friendship circles among such in-groups; so extrapolation would make considerable guesswork. However, it is clear that drug use is, for a substantial proportion of the self-reported "users" of marijuana, an activity having strong, in-group social reinforcement.

In general 80 per cent or more of the "non-user" respondents feel that none of their "20 best friends" use amphetamines, LSD, barbiturates, glue or heroin. Only about 50 per cent of the "trieds-but-quit" feel this confident of their "20 best friends" as regards amphetamines, LSD, and barbiturates, and about 70 per cent of the "trieds-but-quit" think that none of the closest friends use glue or heroin. Consistent with data reported elsewhere only 36 per cent of the "user" respondents think that none of their close friends use amphetamines; and only 26 per cent and 54 per cent attribute non-use of LSD and barbiturates, respectively, to their "20 best friends."

Tables 11 and 13 review the respondents' perceptions about experimentation with, as contrasted to use of, the eight surveyed products among one's "20 best friends." Again, the responses of the respondent "non-users" of marijuana differ significantly from those of the respondent "trieds-but-quit" and "users" for all products. The "non-users" continue to report less experimentation among their friends than to the "trieds-but-quit" and "users" (Tables 11 and 13).

Perceptions of Drug Use and Experimentation among "the 100 Acquaintances Known by Name"

Regarding the estimates of use, by "the 100 students known by name," of the eight products considered in the survey, the same general picture of differences noted for "20 best friends" is apparent. The reported "non-user" respondents differed in their group estimates from the "user" respondents, with the former nominating smaller percentages and the latter nominating large percentages of their "100 acquaintances" as users of or experimenters with drugs.

Statistically significant differences in estimates were made by both male and female "user" respondents as against the estimates of both male and female "non-user" respondents for both use of and experimentation with marijuana, amphetamines, LSD, barbiturates and heroin among "the 100 acquaintances known by name" (Tables 14, 15, 16, and 17). The outstanding differences in estimates were for use of and experimentation with marijuana, with 25 per cent of the male and 34 per cent of the female "users" estimating involvement of 50 per cent or more of their "100 acquaintances" in the use of marijuana and 44 per cent of the male "users" and 45 per cent of the female "users" ascribing experimentation with marijuana to 50 per cent or more of their "100 acquaintances." Regarding the other drugs, the estimates of the "user" respondents were more temperate, but still were always higher than those of the "non-user" respondents.

The male "trieds-but-quit" respondents made significantly higher estimates than did "non-user" male respondents of the involvement of the "100 acquaintances" with the use of marijuana, amphetamines, LSD, barbiturates, glue, alcoholic drinks and heroin; and the differences between these two groups of male respondents were also significant as regards experimentation of the "100 acquaintances" with marijuana, amphetamines, LSD, barbiturates, and glue (Tables 14 and 15). The female "trieds-but-quit" respondents did not differ quite so much from the female "non-user" respondents as did their male counterparts in estimating use of and experimentation with drugs by "their 100 acquaintances"; but these two groups of female respondents did differ regarding use of and experimentation with marijuana and LSD and regarding use of amphetamines (Tables 16 and 17).

Consistent with their responses to other questionnaire items, the "trieds-but-quit" and the "users" tended to agree with one another, departing from this pattern only for estimates of use of marijuana, amphetamines, and LSD among the "100 acquaintances known by name" (Tables 14 and 16).

The data on Tables 13, 14, 15 and 16 explain the range of responses shown for the sample of survey respondents in Table 21 of Part I. The preponderance of moderate and even low estimates of use of and experimentation with drugs among "the 100 acquaintances" is accounted for by the "non-users," who are the great majority of the total sample;

and the presence of higher estimates in much smaller proportions reflect the responses of reported "users" of marijuana, aided somewhat by the responses of the "trieds-but-quit."

Perceptions of Drug Use and Experimentation among the "1,000 Students in Your School"

Tables 18 and 20 report differences in the proportions of male and female respondents, classified by self-report of involvement with marijuana, who selected the different available options to the question about the per cent of the "1,000 students in your school" estimated to be using marijuana, amphetamines, LSD, barbiturates, glue, alcoholic drinks, cigarettes and heroin. Tables 19 and 21 present the same sort of data regarding the three different categories of respondents' estimates of experimentation with drugs among the total school population.

The findings here parallelled those for the estimates regarding the 100 acquaintances. The "non-user" respondents account in large measure for the lower estimates and the "user" respondents for the higher estimates reflected in Tables 21 and 22 of Part I of the survey report.

Recapitulation Regarding Respondents' Estimates Use of Experimentation with Drugs, Alcohol and Cigarettes

The data in Tables 13 through 21 help to explain the range of responses on Tables 21 and 22 in Part I of the survey report which summarizes the data for the total senior high sample of respondents to the questions on their perceptions of their peers' use of and experimentation with drugs, alcohol and cigarettes. These tables showed large percentages of the total senior high sample estimating little or no drug use and/or experimentation among their peers, but revealed that a small percentage of the total senior high sample estimated much drug use and experimentation among their peers. The data in Table 13 through 21 indicate that students who classify themselves as "non-users," "trieds-but-quit," and "users" of marijuana differ as regards their perceptions of drug use and experimentation among their peers. The majority "non-user" group estimates marijuana use and experimentation as low; the "users," as high; and the "trieds-but-quit," as somewhere in between, but more like the "users" than the "non-users." Each of the three groups views the teenage drug scene through differing perspectives which, when they are molded together, provide the overall picture reflected in Tables 21 and 22 of Part I.

Educationally, these different types of respondents present different challenges to community agencies interested in the personal development of young persons and the general social well-being of the entire community. It would be over-simplifying the problem, however, to assume that the three categories of respondents used in this present analysis accurately define the range of involvement with marijuana among the teenage population. These three categories are artifacts of the questionnaire format. The respondents were required to check one of five options regarding their own use of marijuana: "never tried it," "tried it but quit," "use it almost once a month," "use it almost once a week," and "use it almost daily." The only unequivocal option is: "never tried it." "Tried it but quit" can apply to the young person who months ago was given one "draw" from a marijuana "joint" by a friend at a party -- or it can apply to a heavy user who has, in fact, quit. The pooling of the three "use" options (almost once a month, almost once a week, almost daily) leaves much to be desired because the selection of time intervals in the options was arbitrary. However, the analysis based upon these three categories does add a dimension to the picture of the teenage drug scene. There is at one end, a big majority of students who are relatively involved and who perceive the drug scene as involving only a minority of young people outside their social circles, and at the other extreme, there is a drug-oriented minority who see the drug scene as involving many of their intimates and a large percentage of all teenagers. The presence of this minority and the knowledge that great numbers of "non-users" and "trieds-but-quit" hold out some likelihood of their future use of, or experimentation with, drugs would seem to justify the community concern that prompted the undertaking of this survey.

TABLE 10

ESTIMATES OF USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES BY "20 BEST FRIENDS" OF SENIOR HIGH SCHOOL MALE RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Self Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Estimating Extent of Use of Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Number of Students																								
0	60	14	5	84	50	36	83	54	26	82	48	54	82	70	70	23	4	7	11	0	3	89	75	72
1	10	7	2	6	13	11	7	14	7	7	11	2	4	5	4	5	2	4	3	2	1	3	9	7
2	9	13	2	2	11	6	3	14	8	2	18	12	4	7	7	6	4	2	6	0	1	1	3	6
3	6	14	5	1	4	5	2	2	4	3	2	4	2	2	1	3	2	5	4	0	0	1	0	2
4	2	7	5	1	2	6	0	0	4	1	5	0	1	0	2	3	0	3	3	2	2	0	0	1
5	5	11	7	1	3	4	0	4	8	1	2	8	1	2	0	8	5	11	8	9	3	1	0	0
6	1	5	3	0	2	1	0	2	4	0	3	0	0	0	4	1	0	1	4	2	1	0	2	1
7	1	2	3	0	3	1	0	0	0	0	0	2	1	0	0	2	5	0	3	0	1	0	2	0
8	1	5	0	0	2	6	0	0	7	0	0	4	0	0	0	3	7	1	3	4	3	0	0	0
9	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	3	4	1	3	2	1	0	0	0
10	1	5	14	0	3	7	1	5	8	0	4	2	1	3	0	11	9	10	14	9	9	0	2	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	4	1	0	0	0
12	0	4	5	0	0	2	0	0	1	0	0	1	0	0	0	1	7	1	3	4	5	0	0	2
13	0	2	3	0	0	0	0	0	0	0	0	1	0	0	0	1	2	1	3	9	5	0	0	1
14	0	0	2	0	0	2	0	0	1	0	0	0	0	0	0	2	0	7	1	5	8	0	0	0
15	1	5	10	0	0	1	0	0	6	0	0	0	0	0	0	8	11	6	12	5	14	1	0	0
16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	2	2	5	8	0	2	0
17	0	0	3	0	0	0	0	0	2	0	0	0	0	0	0	2	3	2	2	2	2	0	0	0
18	0	0	2	0	0	1	0	0	2	0	0	0	0	2	0	2	7	7	2	12	9	0	0	0
19	0	0	3	0	0	0	0	0	0	0	0	1	0	0	0	1	0	2	1	3	3	0	0	1
20	0	2	21	0	0	1	0	0	6	0	0	1	0	2	1	9	23	25	9	14	16	0	0	1
No Response	3 A	4 B	4	5 A	7	9	4 A	5	6	4 A	7	7	4 A	7	10	3 A	3	2	2 A	7	4	5 A	5	6
		C			C			C			C			C			C			C			C	

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE II

ESTIMATES OF EXPERIMENTATION WITH DRUGS, ALCOHOLIC DRINKS AND CIGARETTES BY "20 BEST FRIENDS" OF SENIOR HIGH SCHOOL MALE RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS, OR USERS OF MARIJUANA
(RESPONDENTS CLASSIFIED BY SELF REPORTED OWN USE OF MARIJUANA)[1]

DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
	PER CENT OF EACH TYPE OF RESPONDENT ESTIMATING EXTENT OF EXPERIMENTATION WITH NAMED PRODUCT																							
	MALE RESPONDENTS																							
NUMBER OF STUDENTS																								
0	31	2	2	68	32	12	68	25	12	69	32	24	58	41	37	7	2	0	5	2	0	85	61	44
1	10	0	1	7	4	5	10	16	6	6	7	3	7	11	9	1	0	2	1	0	1	4	12	11
2	14	2	1	8	16	7	7	16	10	7	11	10	9	9	13	4	0	2	2	0	0	4	11	10
3	9	5	0	3	7	8	4	12	3	4	14	10	7	2	6	3	2	1	2	0	0	2	5	7
4	6	7	1	2	5	9	3	4	3	2	4	5	1	5	3	4	0	0	4	0	2	1	0	4
5	9	9	4	4	12	8	3	11	11	4	5	12	5	5	6	7	0	1	6	3	0	1	4	8
6	3	5	2	1	2	0	1	2	2	1	4	2	2	0	2	1	0	0	3	0	0	0	0	0
7	2	2	0	1	0	3	1	0	2	1	5	2	1	0	1	2	0	2	2	0	1	0	2	2
8	2	9	1	1	0	1	0	0	2	1	0	5	2	2	2	2	0	1	4	0	2	0	0	1
9	1	3	4	0	0	1	0	2	1	0	2	2	1	2	5	1	0	0	2	4	0	0	0	0
10	6	21	10	1	7	19	1	7	11	1	5	6	2	5	6	11	4	6	12	5	6	0	0	1
11	1	2	0	0	4	1	0	0	0	0	0	3	1	2	0	1	0	0	0	2	0	0	0	0
12	1	0	3	0	2	3	0	0	3	0	0	1	0	2	0	1	0	1	3	0	3	0	0	0
13	0	2	1	0	3	0	0	0	1	0	2	0	0	0	0	1	0	0	2	9	1	0	0	0
14	0	0	3	0	0	3	0	0	4	0	0	2	1	0	0	1	2	0	2	4	2	0	0	1
15	2	18	16	0	2	5	0	2	7	0	4	4	1	2	0	10	14	6	13	4	8	0	0	1
16	0	2	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	3	4	5	0	0	1
17	0	2	7	0	0	1	0	0	4	0	0	1	0	0	0	3	14	8	4	5	7	0	2	0
18	0	2	6	0	0	1	0	0	4	0	0	1	0	0	1	4	7	6	6	12	7	0	0	0
19	0	0	7	0	0	0	0	0	1	0	0	1	0	0	0	3	7	5	3	11	9	0	0	0
20	1	5	27	0	0	7	0	0	9	0	0	2	0	9	2	31	45	57	20	30	43	0	0	2
NO RESPONSE	2 A	2 B C	3	4 A	4 C	5	2 A	3 C	4	4 A	5 C	4	2 A	3 C	7	1 A	3 C	2	1 A	5 C	3	3 A	3 C	7

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[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCE OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

TABLE 12

ESTIMATES OF USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES BY "20 BEST FRIENDS" OF SENIOR HIGH SCHOOL FEMALE RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA
(RESPONDENTS CLASSIFIED BY REPORTED OWN USE OF MARIJUANA)[1]

	PER CENT OF EACH TYPE OF RESPONDENT ESTIMATING EXTENT OF USE OF NAMED PRODUCT																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
										FEMALE RESPONDENTS														
NUMBER OF 20 BEST FRIENDS ESTIMATED TO BE USERS																								
0	57	7	2	80	38	20	79	38	15	81	50	35	82	67	77	31	10	17	11	0	2	86	67	60
1	12	2	0	6	5	5	9	21	9	5	10	3	5	5	1	5	0	0	5	3	0	4	2	11
2	7	5	0	3	7	12	4	10	9	3	2	6	2	0	6	7	2	0	5	0	3	2	17	6
3	5	5	2	3	17	8	1	5	5	2	7	9	1	5	1	7	2	3	7	0	0	1	5	2
4	5	5	2	1	2	3	1	7	6	1	0	3	1	0	1	3	7	3	2	0	1	1	0	5
5	5	24	8	1	10	12	1	2	12	2	10	14	1	5	5	10	5	8	12	2	3	1	2	3
6	1	5	3	2	2	0	1	0	0	2	2	5	1	5	0	1	2	3	3	0	0	1	0	5
7	0	7	3	0	0	1	1	0	3	0	0	6	0	0	0	2	2	1	2	0	0	0	0	0
8	1	10	1	0	0	1	0	2	1	1	0	3	1	2	2	3	7	3	3	2	0	0	0	0
9	0	0	2	0	0	3	0	0	3	0	0	0	0	0	0	1	5	3	2	0	0	0	0	1
10	2	9	11	1	0	17	0	3	6	0	5	5	1	0	2	10	10	14	15	14	2	0	0	1
11	0	0	3	0	0	2	0	0	2	0	0	0	0	0	0	0	0	5	1	5	3	0	0	1
12	1	7	3	0	0	0	0	0	3	0	0	1	1	0	0	2	0	3	2	10	5	0	0	1
13	0	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0	5	1	1	0	1	0	0	0
14	0	0	1	0	2	0	0	3	0	0	0	0	0	2	0	0	0	0	1	2	6	0	0	0
15	1	7	8	0	5	2	0	2	12	0	0	0	1	0	0	5	17	8	7	19	22	0	0	0
16	0	0	0	0	0	2	0	0	2	0	0	0	0	0	0	1	0	3	1	0	3	0	0	0
17	0	0	6	0	0	2	0	0	0	0	0	1	0	0	1	1	0	2	2	7	3	0	0	0
18	0	5	1	0	2	0	0	0	2	0	0	2	0	0	0	1	7	8	3	10	9	0	0	2
19	0	0	3	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	1	0	8	0	0	0
20	1	0	38	0	0	6	0	0	8	0	2	5	0	0	2	8	14	15	13	24	29	0	0	2
NO RESPONSE	2 A	2 B	0	3 A	10	1	3 A	7	0	3 A	12	2	3 A	9	2	2 A	5	0	1 A	2	0	4 A	7	0
		C			C			C			C			C			C			C			C	

[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

TABLE 13

ESTIMATES OF EXPERIMENTATION WITH DRUGS, ALCOHOLIC DRINKS AND CIGARETTES BY "20 BEST FRIENDS" OF SENIOR HIGH SCHOOL FEMALE RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Estimating Extent of Experimentation with Named Product																							
Drugs:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
Type of Respondents:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										FEMALE RESPONDENTS														
Number of 20 Best Friends Estimated to be Users																								
0	31	0	0	63	17	8	66	22	5	64	24	14	63	43	40	8	0	2	4	0	0	80	55	41
1	10	0	0	9	5	2	10	12	3	9	10	3	10	7	1	2	0	1	2	0	0	7	5	11
2	15	5	0	7	14	5	9	7	11	8	10	3	4	7	6	3	0	5	2	0	0	2	5	6
3	8	0	0	4	7	6	4	17	8	3	5	6	5	5	6	5	3	0	5	0	2	3	9	9
4	4	0	0	2	5	3	2	5	6	4	2	5	3	2	3	5	0	0	2	0	0	1	5	6
5	10	10	3	4	10	11	3	12	9	5	21	11	4	7	14	9	0	3	9	2	0	2	9	5
6	3	10	2	2	10	0	1	2	0	2	5	8	2	5	1	2	2	1	1	0	0	1	5	5
7	1	2	3	0	0	3	1	0	1	1	5	1	1	0	1	1	2	1	2	0	0	1	0	0
8	2	5	2	1	2	2	1	2	3	1	5	0	1	2	5	2	0	0	2	0	2	0	0	1
9	1	2	0	1	0	0	0	2	0	0	0	3	1	0	0	1	0	0	2	0	0	0	0	1
10	8	19	8	3	10	9	1	10	8	1	7	11	2	5	3	12	2	6	14	2	1	0	2	6
11	0	0	2	0	2	0	0	0	0	0	0	2	1	0	0	1	0	2	1	0	1	0	0	2
12	1	7	1	1	5	5	1	2	3	0	0	5	1	0	2	1	5	2	2	10	3	0	0	0
13	1	0	2	1	0	0	0	0	0	0	0	1	0	0	2	1	2	0	0	0	0	0	0	0
14	0	0	0	0	0	1	0	0	0	0	2	0	0	2	0	1	0	0	1	0	3	0	0	0
15	3	14	12	1	7	15	0	0	17	1	0	8	0	2	6	9	10	5	12	10	14	1	0	2
16	0	0	3	0	2	5	0	2	3	0	2	1	0	0	0	1	0	0	2	0	8	0	0	0
17	1	0	1	0	0	0	0	0	0	0	0	1	0	0	2	1	2	1	2	2	3	0	0	0
18	0	12	8	0	0	3	0	0	5	0	0	0	1	3	2	3	10	5	5	17	6	0	0	2
19	0	0	1	0	2	3	0	0	3	0	0	2	0	0	0	3	2	3	2	0	5	0	0	0
20	1	14	52	0	0	18	0	0	15	0	2	12	0	5	5	28	57	63	28	55	52	0	0	3
No Response	0 A	0	0	1 A	2	1	1 A	5 B	0	1 A	0	3	1 A	5	1	1 A	3	0	0 A	2	0	2 A	5	0
		C			C			C			C			C			C			C			C	

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 14

ESTIMATES OF USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES BY "100 ACQUAINTANCES I KNOW BY NAME" OF SENIOR HIGH SCHOOL MALE RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Estimating Extent of Use of Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Per Cent of 100 Acquaintances Estimated to be Users																								
0%	31	9	2	58	23	24	59	34	17	57	31	29	61	48	48	10	2	1	3	0	0	73	64	59
1%	9	2	2	9	6	1	13	9	7	11	9	6	10	14	14	2	0	2	1	0	1	8	9	10
2%	8	2	0	8	12	9	6	9	5	6	9	9	7	5	4	3	0	1	1	0	0	4	7	10
3%	15	5	2	8	14	9	7	9	5	7	11	11	5	7	10	8	0	1	2	0	0	4	9	2
4%	4	4	1	3	9	1	2	7	3	2	16	6	3	4	6	2	2	4	2	0	0	2	2	3
5%	9	7	8	4	7	12	4	9	12	5	6	11	4	3	3	6	2	2	4	2	1	3	0	6
1-5%	76	29	15	90	71	56	91	77	49	88	82	72	90	81	85	31	6	11	13	2	2	94	91	90
7%	4	11	6	2	5	[illegible]	2	2	9	3	2	5	2	2	0	6	3	12	6	0	5	1	2	0
10%	7	12	8	2	9	17	3	9	11	4	4	9	3	2	3	11	7	7	10	5	4	1	0	0
7-10%	11	23	14	4	14	25	5	11	20	7	6	14	5	4	3	17	10	19	16	5	9	2	2	0
12-15%	5	12	16	2	5	12	1	3	12	1	8	7	2	2	5	12	9	10	18	16	18	0	3	5
20-29%	4	21	11	1	4	2	1	4	7	1	0	4	1	2	2	10	11	5	10	9	7	1	2	0
30-39%	2	4	11	0	0	1	0	0	4	0	0	1	0	2	1	9	11	11	10	12	10	0	0	1
40-49%	0	2	7	0	4	0	0	0	2	0	0	1	0	5	1	5	12	9	8	11	6	0	0	0
50% Or More	1	9	25	0	0	4	0	2	6	0	2	1	0	2	1	14	39	34	24	45	46	0	0	2
No Response	1 A	0 C	1	3 A	2 C	0	2 A	3 C	0	3 A	2 C	0	2 A	2	2	2 A	2 C	1	1	0	1	3 A	2 C	2

---

[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 15

ESTIMATES OF EXPERIMENTATION WITH DRUGS, ALCOHOLIC DRINKS AND CIGARETTES BY "100 ACQUAINTANCES I KNOW BY NAME" OF SENIOR HIGH SCHOOL MALE RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Estimating Extent of Experimentation with Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Per Cent of 100 Acquaintances Estimated to be Users																								
0%	13	2	0	41	11	8	43	14	6	43	20	11	39	19	23	2	0	0	2	0	0	62	41	30
1%	5	0	2	9	9	6	12	11	6	10	5	6	6	9	11	1	0	1	0	0	1	9	9	15
2%	5	0	0	5	4	3	9	7	4	8	2	3	6	0	3	2	0	0	0	0	0	6	11	6
3%	12	0	1	13	7	8	8	7	12	7	11	17	11	11	9	3	0	0	1	2	0	7	14	15
4%	5	4	1	4	20	0	5	9	3	4	12	3	4	9	7	2	0	0	1	0	0	3	4	8
5%	13	7	1	10	11	11	8	11	6	8	18	12	8	7	11	5	0	0	3	0	0	3	7	11
1-5%	53	13	5	82	62	36	85	59	37	80	58	52	74	55	64	15	0	1	7	2	1	90	86	85
7%	8	14	5	3	9	11	3	5	10	5	7	6	5	12	6	4	0	1	5	0	1	2	0	0
10%	13	11	3	6	12	15	4	14	7	6	3	11	7	9	11	7	7	6	9	0	2	3	5	7
7-10%	21	25	8	9	21	26	7	19	17	11	10	17	12	21	17	11	7	7	14	0	3	5	5	7
12-19%	9	7	14	5	4	21	3	7	15	3	2	9	6	4	7	18	14	25	20	18	24	1	5	2
20-29%	7	7	4	1	3	6	3	11	10	2	11	8	3	7	1	5	2	1	6	4	3	2	2	1
30-39%	4	14	8	1	3	5	0	2	6	1	7	5	2	2	1	5	5	2	6	9	5	0	2	0
40-49%	3	11	16	0	5	0	0	0	3	0	2	1	1	0	1	7	5	5	7	3	7	0	0	2
50% Or more	2	23	44	0	2	4	0	2	10	1	0	6	0	11	3	38	63	58	39	61	57	0	0	1
No Response	1	A 0 B C	1	2	A 0 B C	2	2	A 0 C	2	2	A 0 C	2	2	A 0	6	1	4 C	1	1	3	0	2	0 C	2

---

[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 16

ESTIMATES OF USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES BY "100 ACQUAINTANCES I KNOW BY NAME" OF SENIOR HIGH SCHOOL FEMALE RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(RESPONDENTS CLASSIFIED BY REPORTED OWN USE OF MARIJUANA)[1]

	PER CENT OF EACH TYPE OF RESPONDENT ESTIMATING EXTENT OF USE OF NAMED PRODUCT																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
										FEMALE RESPONDENTS														
PER CENT OF 100 ACQUAINTANCES ESTIMATED TO BE USERS																								
0%	27	5	1	56	31	14	60	36	9	56	36	22	59	47	58	11	10	3	2	2	0	68	62	43
1%	10	0	0	9	12	3	8	5	6	10	9	0	8	5	8	4	0	0	1	0	0	9	0	12
2%	9	5	0	7	10	0	7	14	1	5	5	1	5	7	3	4	2	1	1	0	0	6	10	12
3%	7	12	0	6	12	8	4	2	6	6	12	14	5	7	12	6	5	1	2	0	0	4	7	14
4%	5	9	2	3	3	3	4	2	5	3	5	3	3	2	0	3	0	3	2	0	0	2	0	2
5%	10	19	0	5	17	9	5	14	12	6	17	15	5	12	6	10	0	4	4	0	2	3	10	5
1-5%	68	50	3	86	85	37	88	73	39	86	84	55	85	80	87	38	17	12	12	2	2	92	89	83
7%	6	5	5	2	2	6	3	5	5	2	0	3	2	5	2	9	10	5	9	5	2	1	5	0
10%	9	9	9	4	2	11	3	2	12	4	7	12	5	5	3	11	7	8	10	10	3	2	2	3
7-10%	15	14	14	6	4	17	6	7	17	6	7	15	7	10	5	20	17	13	19	10	5	3	7	3
12-15%	7	14	15	3	2	18	3	12	17	3	5	14	5	5	5	12	21	14	18	24	9	3	2	9
20-29%	5	7	12	2	2	11	0	0	11	1	0	5	1	0	0	6	5	11	9	2	3	0	0	0
30-39%	2	5	14	1	0	8	0	0	6	1	0	5	0	0	0	7	16	11	9	7	8	0	0	0
40-49%	1	5	8	0	0	1	1	0	3	0	0	1	0	0	0	3	5	8	5	7	11	0	0	0
50% OR MORE	1	5	34	0	2	6	0	3	5	0	2	5	0	0	3	13	19	31	27	43	61	0	0	0
NO RESPONSE	1 A	0 B C	0	2 A	5 B C	1	2 A	5 B C	2	3	2 C	0	2	5	0	1	0 C	0	1	0 C	1	2	2 C	0

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[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

TABLE 17

ESTIMATES OF EXPERIMENTATION WITH DRUGS, ALCOHOLIC DRINKS AND CIGARETTES BY "100 ACQUAINTANCES I KNOW BY NAME" OF SENIOR HIGH SCHOOL FEMALE RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA
(RESPONDENTS CLASSIFIED BY REPORTED OWN USE OF MARIJUANA)[1]

	Per Cent of Each Type of Respondent Estimating Extent of Experimentation with Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										FEMALE RESPONDENTS														
Per Cent of 100 Acquaintances Estimated to be Users																								
0%	10	0	0	34	19	1	36	10	3	39	24	9	37	31	22	2	0	0	1	0	0	53	43	26
1%	7	0	0	9	3	1	11	14	3	8	9	3	7	7	3	1	0	0	1	0	0	9	14	8
2%	5	2	0	8	0	3	10	14	1	9	5	0	7	7	8	1	0	0	1	0	0	7	7	8
3%	7	2	0	8	12	2	9	10	6	10	5	6	7	7	9	3	0	0	1	0	0	9	5	14
4%	6	5	0	5	7	2	6	2	3	5	2	5	5	2	6	2	0	2	2	0	0	4	0	2
5%	13	2	1	10	10	11	9	7	11	9	16	8	7	10	5	5	2	0	2	0	0	6	14	11
1-5%	48	11	1	74	51	20	81	57	27	80	61	31	70	62	53	14	2	2	8	0	0	83	83	69
7%	7	14	1	6	7	9	4	0	9	3	5	5	5	2	5	4	5	0	4	5	3	2	0	3
10%	13	10	5	7	12	17	5	17	12	6	12	17	10	5	15	7	0	9	6	2	2	3	7	9
7-10%	20	24	6	13	19	26	9	17	21	9	17	22	15	7	20	11	5	9	10	7	5	5	7	12
12-19%	10	12	22	4	14	8	5	12	14	5	12	20	6	10	12	19	26	18	21	31	20	4	5	11
20-29%	9	12	3	4	10	9	2	5	6	1	0	11	4	2	6	8	5	1	6	0	1	1	2	4
30-39%	6	10	9	2	2	18	1	2	14	2	0	5	2	10	0	6	3	5	7	5	0	0	0	1
40-49%	2	5	12	0	0	2	0	0	5	0	0	1	1	0	0	5	7	5	4	2	6	0	0	0
50% Or More	5	21	45	1	2	12	1	2	11	1	5	9	1	0	8	36	52	60	43	55	68	0	0	3
No Response	0 A	5 C	2	2	2 C	5	1 A	5 C	2	2	5 C	1	1	7	1	1	0	0	1	0	0	2	3 C	0

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 18

ESTIMATES OF USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES BY "1,000 STUDENTS IN MY SCHOOL" OF SENIOR HIGH SCHOOL MALE RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Estimating Extent of Use of Named Product																							
Drugs:	Marijuana			Amphetamines			LSD			Barbiturates			Glue			Alcoholic Drinks			Cigarettes			Heroin		
Type of Respondents:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										Male Respondents														
Per Cent of 1,000 Students Estimated to be Users																								
0%	12	4	1	33	11	14	41	18	10	33	20	16	40	41	43	4	0	1	2	0	1	52	53	47
1%	23	7	2	28	27	18	27	39	20	28	23	24	23	27	23	5	0	2	0	0	0	28	27	27
2%	13	2	2	11	18	15	9	19	6	10	16	12	10	11	12	5	0	1	1	0	0	6	7	11
3%	11	14	5	9	12	11	7	12	11	9	14	12	7	5	8	3	3	1	1	0	0	4	3	5
4%	7	5	3	4	7	3	3	4	4	4	7	3	4	3	6	4	3	0	1	0	1	3	2	1
5%	9	13	3	3	7	11	3	2	7	3	3	10	3	2	1	8	4	3	2	0	0	2	2	0
1-5%	75	45	16	87	82	72	90	94	58	87	83	77	87	89	93	29	10	8	7	0	2	95	94	91
7½%	5	11	11	3	3	8	3	0	5	3	2	6	3	2	0	7	2	2	4	5	0	1	0	1
10%	6	12	8	4	7	8	3	2	9	3	7	6	3	2	0	11	11	8	10	5	6	1	0	0
7½-10%	11	23	19	7	10	16	6	2	14	6	9	12	6	4	0	18	13	10	14	10	6	2	0	1
12½-15%	6	12	8	2	2	8	1	2	15	2	4	6	2	3	2	12	5	6	18	9	14	1	0	2
20-29%	3	9	23	0	2	2	1	0	6	1	0	0	1	0	0	12	20	18	15	11	11	0	0	0
30-39%	3	7	16	0	2	0	0	0	1	1	0	1	1	0	0	11	23	7	14	25	12	0	0	1
40-49%	0	4	6	0	0	0	0	2	3	0	2	0	0	4	0	5	9	8	11	16	7	0	0	0
50% Or More	1	0	11	0	0	2	0	0	2	0	0	2	0	0	2	11	18	42	20	29	47	0	2	4
No Response	1 A	0 C	1	3	2 C	0	2 A	0 B C	1	3	2 C	2	3	0	3	2	2 C	1	1	0 C	1	2	4 C	1

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 19

ESTIMATES OF EXPERIMENTATION WITH DRUGS, ALCOHOLIC DRINKS AND CIGARETTES BY "1,000 STUDENTS IN MY SCHOOL" OF SENIOR HIGH SCHOOL MALE RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Estimating Extent of Experimentation with Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Per Cent of 1,000 Students Estimated to be Users																								
0%	4	2	0	15	5	3	18	16	3	17	7	5	15	20	17	1	0	0	2	0	1	33	36	23
1%	8	2	0	20	18	10	27	20	12	23	23	8	20	14	16	1	0	0	0	0	0	32	30	38
2%	8	0	1	12	9	6	11	14	8	12	12	13	13	11	12	1	0	0	0	0	0	11	5	14
3%	9	5	2	13	16	6	10	12	14	11	13	11	9	11	15	2	0	0	1	0	0	8	14	9
4%	5	0	0	7	12	8	9	13	3	10	11	10	8	5	5	1	2	0	1	0	0	4	7	4
5%	10	9	1	8	9	16	8	9	9	7	4	15	7	7	9	3	0	0	1	0	0	3	2	1
1-5%	44	18	4	75	69	49	83	84	49	80	70	62	72	68	74	9	2	0	5	0	1	91	94	83
7½%	9	5	3	5	7	8	5	7	6	4	11	7	6	5	4	3	2	1	2	4	1	2	2	3
10%	13	14	7	7	11	13	4	5	11	7	11	9	7	11	6	7	4	2	6	5	4	2	0	2
7½-10%	22	19	10	12	18	21	9	12	17	11	22	16	13	16	10	10	6	3	8	9	5	4	2	5
12½-15%	10	11	11	6	7	17	3	0	12	4	3	9	6	5	3	10	7	7	9	5	5	1	0	2
20-29%	8	9	18	2	0	9	2	2	7	1	3	6	3	2	5	14	12	16	16	12	12	0	0	0
30-39%	8	20	14	2	4	1	1	0	9	1	0	1	2	0	2	12	14	2	10	11	9	1	0	0
40-49%	3	3	15	0	0	1	0	0	1	0	0	2	1	2	1	10	2	11	12	11	7	0	0	0
50% or More	4	20	27	1	2	2	0	2	5	1	2	3	1	3	2	34	55	61	39	50	60	1	2	3
No Response	1	A 0	1	2	0	0	2	0 B	0	2	0	1	2	4	3	1	2	0	1	2	1	2	2	1
		C			C			C			C						C							

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 20

ESTIMATES OF USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES BY "1,000 STUDENTS IN MY SCHOOL" OF SENIOR HIGH SCHOOL FEMALE RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Reported Own Use of Marijuana)[1]

DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
	Per Cent of Each Type of Respondent Estimating Extent of Use of Named Product																							
	FEMALE RESPONDENTS																							
Per Cent of 1,000 Students Estimated to be Users																								
0%	11	2	2	29	17	11	35	17	5	31	21	11	33	36	43	4	0	2	1	0	0	48	48	45
1%	19	5	0	23	17	8	26	33	21	26	19	18	26	24	21	7	0	2	1	0	2	24	19	37
2%	8	5	0	11	7	8	9	17	15	12	9	11	11	2	11	5	0	0	0	0	0	6	17	1
3%	9	10	3	8	2	11	8	10	6	6	10	11	8	10	11	7	0	1	2	0	0	6	5	1
4%	7	2	0	8	7	9	5	7	3	7	10	14	5	5	3	4	2	0	3	0	0	5	5	5
5%	9	12	5	7	17	8	4	2	1	4	7	4	5	2	0	6	2	0	4	0	0	3	2	0
1-5%	63	36	10	86	67	55	87	86	51	86	76	69	88	79	89	33	4	5	11	0	2	92	96	87
7½%	6	10	6	4	7	6	2	0	3	4	0	3	2	0	0	6	5	6	4	5	0	1	0	3
10%	9	17	9	3	12	8	4	5	11	3	12	9	3	12	5	9	7	9	9	5	0	2	2	2
7½-10%	15	27	15	7	19	14	6	5	14	7	12	12	5	12	5	15	12	15	13	10	0	3	2	5
12½-15%	8	10	12	3	7	15	3	7	17	3	10	6	3	5	1	10	29	9	11	12	8	2	0	3
20-29%	6	7	12	1	0	6	1	0	8	1	0	5	1	0	0	11	10	8	14	19	6	1	0	0
30-39%	5	14	19	1	2	1	1	0	5	1	0	0	1	0	1	12	14	18	15	14	11	0	0	0
40-49%	1	2	12	0	0	1	0	0	1	0	0	0	0	0	0	5	17	12	10	10	15	0	0	0
50% Or More	1	2	18	0	0	3	0	0	2	0	0	5	0	2	2	13	12	31	25	33	55	0	0	0
No Response	1	2 C	2	2	5 C	5	2	2 C	2	2	2 C	3	2	2	2	1 A	2 C	2	1	2 C	3	2	2	3

---

[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 21

ESTIMATES OF EXPERIMENTATION WITH DRUGS, ALCOHOLIC DRINKS AND CIGARETTES BY "1,000 STUDENTS IN MY SCHOOL" OF SENIOR HIGH SCHOOL FEMALE RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Reported Own Use of Marijuana)[1]

Per Cent of Each Type of Respondent Estimating Extent of Experimentation with Named Product

DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										FEMALE RESPONDENTS														
Per Cent of 1,000 Students Estimated to be Users																								
0%	3	3	0	13	7	0	13	14	0	16	10	3	13	10	11	1	0	0	0	0	0	28	33	16
1%	8	3	0	17	7	9	25	5	11	19	12	12	20	26	22	1	0	2	1	0	0	28	26	39
2%	6	0	0	8	7	5	12	19	8	11	17	8	12	12	10	1	0	0	0	0	0	11	7	17
3%	5	0	0	14	9	8	10	5	9	13	7	6	12	15	14	1	0	0	0	0	0	9	19	9
4%	4	0	0	7	5	2	6	17	3	7	7	9	6	5	14	3	0	0	1	0	0	6	0	3
5%	8	0	3	10	12	6	8	12	9	9	12	12	7	2	3	5	0	2	2	0	0	5	0	0
1-5%	34	6	3	69	47	30	74	72	40	75	65	50	70	70	74	12	0	4	4	0	0	87	85	84
7½%	6	2	3	5	10	12	3	5	3	4	5	6	3	0	3	3	2	0	3	0	0	2	2	2
10%	15	14	5	8	14	9	8	12	6	5	14	14	6	10	6	7	0	1	4	5	0	3	7	3
7½-10%	21	16	8	13	24	21	11	17	9	9	19	20	9	10	9	10	2	1	7	5	0	5	9	5
12½-15%	13	19	8	9	12	16	6	7	22	7	14	11	8	12	6	8	10	3	6	2	1	3	3	8
20-29%	11	14	11	3	10	11	4	0	13	3	0	5	5	2	3	15	14	9	18	17	8	2	0	0
30-39%	9	14	19	2	5	8	3	2	8	2	0	5	4	2	3	9	24	9	9	17	5	1	0	0
40-49%	6	12	14	1	0	5	0	0	5	1	0	2	1	2	0	10	7	8	12	5	9	0	0	0
50% Or More	5	14	37	1	0	6	1	0	1	1	0	5	1	0	3	34	41	64	43	52	75	1	0	0
No Response	1	5	0	2	2	3	1	2 B	2	2	2	2	2	2	2	2	2	2	1	2	2	1	3	3
		C			C			C			C													

---

[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

PERCEPTIONS OF TRENDS IN USE OF AND EXPERIMENTATION WITH DRUGS BY THE THREE DIFFERENT CATEGORIES OF RESPONDENTS

Among the survey respondents as a whole, as noted in Part I, the overriding impression is that use of drugs, alcohol, and cigarettes is on the increase, glue-sniffing excepted. Table 22 in this present writing re-examines the data on this issue for the students classified in terms of their involvement with marijuana, as "non-users," "trieds-but-quit" and "users." The distribution of choices of answers is different for "non-users" versus "users"; and, again, the perceptions of the "trieds-but-quit" differ from the "users," except for male respondents, as regards marijuana, and for female respondents, as regards LSD. In the main, the differences here, are not in opposition for the two groups; rather the differences are accounted for mainly by differences in the "I don't know" votes between the "non-users" or the "trieds-but-quit," on the one hand, and the "users," on the other, who in their answers to all questions tend to take a stand, rather than respond to "I don't know."

As regards opinion about any direction of change in "experimentation" (Table 23) with the products surveyed, the differences in group responses are approximately the same for opinions about the direction of change in "use" and are accounted for, again, mainly by the greater "I don't know" vote among the "non-users" and "trieds-but-quit." One exception is a difference between "tried-but-quit" and "user" male respondents regarding their opinions of trends in experimentation with marijuana. A greater proportion of "trieds-but-quit" than "users" think that things are "staying about the same."

TABLE 22

PERCEPTION OF TRENDS IN USE OF DRUGS BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS, OR USERS OF MARIJUANA

(Respondents Classified by Sex, and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Estimating Indicated Trends in Use of Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Estimate of Trend																								
Is Increasing	49	57	85	18	32	32	26	30	52	21	30	27	14	9	12	59	61	52	55	59	44	13	20	20
Is Decreasing	9	9	0	12	18	21	17	25	20	11	18	29	32	45	59	4	5	9	16	18	16	11	27	25
Is Staying About the Same	21	32	14	17	27	25	18	21	19	16	23	19	15	25	9	30	34	34	24	21	37	15	14	23
I Don't Know	21	2	1	52	23	21	38	23	9	51	29	24	38	19	19	7	0	4	4	2	2	60	39	30
No Response	0 A	0 B C	0	1 A	0 C	1	1	0 C	0	1	0 C	1	1	2 C	1	0	0	1	1	0	1	1 A	0 C	2
										FEMALE RESPONDENTS														
Estimate of Trend																								
Is Increasing	53	57	83	19	12	35	28	19	48	19	12	31	12	12	5	52	45	34	57	48	38	13	10	14
Is Decreasing	10	2	1	8	12	20	18	31	20	9	26	23	29	45	60	6	0	9	15	7	18	9	14	26
Is Staying About the Same	20	26	14	16	38	25	19	24	20	18	22	25	17	12	12	33	45	52	24	43	42	16	22	25
I Don't Know	17	12	2	57	36	20	35	24	12	54	38	21	41	29	23	8	7	5	3	0	2	62	52	35
No Response	0 A	3 C	0	0 A	2 C	0	0	2 C	0	0 A	2 C	0	1	2 C	0	1	3	0	1	2	0	0	2 C	0

---

[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 23

PERCEPTION OF TRENDS IN EXPERIMENTATION WITH DRUGS BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Estimating Indicated Trends in Use of Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
MALE RESPONDENTS																								
Estimate of Trend																								
Is Increasing	65	75	94	26	46	37	35	41	56	28	38	29	20	12	11	67	68	50	60	61	47	16	21	23
Is Decreasing	5	5	1	10	18	18	18	27	18	9	23	27	33	52	65	2	7	9	15	14	15	13	27	18
Is Staying About the Same	13	18	5	17	16	25	13	16	19	16	14	21	13	11	5	26	25	38	23	23	36	12	13	21
I Don't Know	17	2	0	47	20	20	33	14	7	46	25	22	34	23	18	5	0	2	2	2	1	59	39	37
No Response	0	0 B	0	0 A	0	0	1	2	0	1 A	0	1	0	2	1	0	0	1	0	0	1	0	0	1
		C			C			C			C			C			C			C			C	
FEMALE RESPONDENTS																								
Estimate of Trend																								
Is Increasing	70	79	92	25	26	45	37	17	55	28	17	31	17	12	6	64	60	40	62	55	45	15	14	17
Is Decreasing	5	5	1	8	12	14	18	33	15	7	17	20	30	55	63	3	0	8	13	10	12	10	21	24
Is Staying About the Same	10	9	5	16	29	29	16	24	25	17	26	29	16	5	14	28	38	46	23	35	40	15	15	28
I Don't Know	15	7	2	51	33	12	29	26	5	48	40	20	36	28	17	5	0	5	2	0	3	60	50	31
No Response	0	0	0	0	0	0	0	0 B	0	0	0	0	1	0	0	0	2	1	0	0	0	0	0	0
		C			C			C			C			C			C						C	

---

[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

SECTION III

DIFFERENCES OF THE THREE CATEGORIES OF RESPONDENTS ON QUESTIONS OF OPINIONS AND ATTITUDES

The general pattern of differences in group responses of self-reported "non-users," "trieds-but-quit," and "users" illustrated in review of the tables discussed thus far remains consistent for all responses where significant differences occur on tables. For this reason, this section of the present writing (Part II of the survey report) presents the "highlights" of the significant differences in group responses among the three categories of respondents for the remaining questions in the survey. The tables on which complete details are provided in each of these questions are presented in sequence on pages 49-75, without narrative comment on each table as it appears.

On opinions regarding whether present "users" of any of the products other than marijuana will go on to use heroin (Table 24) there are no differences of opinion among the female respondents of the three different respondent categories except as regards present marijuana "users." More "non-users" than "users" among the female respondents think that relatively high proportions of present marijuana "users" will go on to use heroin. Among the male respondents, there are differences of group opinion between "non-users" and "users" of marijuana as regards the movement of present users of marijuana, amphetamines, LSD, and barbiturates to heroin, with proportionately more "non-users" than "users" voting "I don't know" and more "non-users" than "users" perceiving that large proportions of present "users" will go on to heroin or other narcotics.

There are fewer differences among male "non-users" and male "users" regarding group opinion about sex differences in the present use of the products surveyed than for most other questions asked (Table 25). Generally these two groups see the situation alike. Regarding marijuana, however, the "non-users" have a higher proportionate vote for "I don't know" and a lower "about the same" vote than the "users." There also are differences between the respondent male "non-users" and "trieds-but-quit" regarding sex differences in present use of amphetamines, LSD, and barbiturates - where the higher proportionate "I don't know" vote of the "non-user" functions significantly in all cases and where proportionately more of the "trieds-but-quit" than "non-users" see present use as about the same for both girls and boys.

Regarding perceptions of the academic status of users of drugs, alcoholic drinks, and cigarettes, the three categories of respondents differ most as regards "users" of marijuana, amphetamines, LSD and barbiturates (Table 26). Here, those differences were accounted for by the proportionately high "failing student" and "I don't know" vote of the respondent "non-users" of marijuana. For female respondents, these group differences in response are about the same as regards perceptions of the academic status of present "users" of marijuana, amphetamines, LSD, and barbiturates; but the three categories of female respondents are not different as regards their perceptions of the use of glue, alcohol, cigarettes, and heroin.

The three categories of female respondents do not differ in their group perceptions of the location of the greatest use of drugs (Table 27) except for heroin, where the "non-users" gave a larger proportionate vote to "inside Washington" and "I don't know" than did the other two groups. For male respondents, on the other hand, the group perceptions of location of greatest drug use differed in every case between "non-users" and "users." Basically the differences were due to the greater proportionate number of "no responses" among "users" than among the "non-user" group, with the other respondents looking somewhat the same throughout the choices of options to this question. As regards barbiturates and heroin there was some difference of group opinion regarding the location of greatest use of barbiturates and heroin. The proportionately larger "I don't know" vote of the "non-users" seems to be the reason for the statistical significance in these two instances.

As regards perceptions of degree of danger associated with use of the eight products surveyed (Table 28), the male and female "non-user" respondents differed from their counterpart "user" respondents as regards marijuana, amphetamines, LSD, barbiturates and alcoholic drinks; and, in addition, between the male respondents of these two groups there were differences regarding the dangers of cigarettes and heroin. In most of these cases of difference, the proportionately higher selection by "non-users" of the "strong danger" option is the reason for the statistically significant differences. As between the male "tried-but-quit" group and "non-users" group there were also significant differences in perceptions of the use of marijuana, LSD, alcoholic drinks and cigarettes; and for the female respondents there were differences in these two groups regarding marijuana and amphetamines. Here too the relatively higher vote for "strong danger" by the "non-users" was a major factor in the statistical significance of the difference between the two groups. Again as noted on other occasions the "trieds-but-quit" do not differ from the "users" in most comparisons but do differ for marijuana for both boy and girl respondents and for LSD for girl respondents. In the case of marijuana, the differences were a very emphatic disagreement of the "trieds-but-quit" with the strong "user" vote for "no danger."

Regarding perceptions of the dangers of "experimentation" with drugs (Table 29), both the male and female respondents among the "non-user" group and the "user" group disagreed regarding marijuana, amphetamines, LSD, barbiturates and heroin; and the male respondents of these two groups differed as regards perception of the dangers of alcoholic drinks. In the case of marijuana, the marijuana "users" voted overwhelmingly (47 per cent) that there was "no danger" in experimenting with marijuana and most "non-users" voted that there was some degree of danger in this sort of experimentation. In most cases the differences among the two groups for the other drugs reflect a greater feeling upon the part of the "non-users" that there is "strong" or "moderate danger" in the use of these products. Again there were differences between the "trieds-but-quit" and the "non-users" on the dangers of experimenting with marijuana, amphetamines, LSD, and barbiturates, essentially because of the greater tendency of the marijuana "non-users" to check the option "strong danger," and for a greater proportion of the "trieds-but-quit" to select "slight danger."

The perceptions of the three different categories of respondents regarding the habit-forming effects of the products surveyed are summarized in Table 30. Among both male and female respondents there were significant differences in this regard for marijuana, amphetamines, LSD and barbiturates; and, as between the female respondents of these two groups, for glue and alcoholic drinks. Essentially these differences were occasioned by the proportionately smaller number of "non-users" than "users" selecting the option "not at all." There were some differences regarding the habit-forming effects of drugs between the "non-user" group, and the "tried-but-quit" group for marijuana. Both the male and female respondents differed significantly, essentially because of the differences between the "I don't know" and "not at all" votes. For the male respondents there was a significant difference between the "users" and "non-users" regarding LSD, with "non-users" differing primarily in their votes regarding the "not at all" and "I don't know" options.

Regarding perceptions of the types of help needed by "users" of the products surveyed (Table 31), the "non-users" and the "users" differed vigorously from one another with the key difference in general being the fact that proportionately many times as many "users" as "non-users" took the position that "no help is needed." For male respondents, the "non-users" also differed for the "trieds-but-quit" regarding marijuana, amphetamines, LSD, alcoholic drinks and cigarettes; and among the female respondents there were differences as between these two groups for marijuana and LSD. Again the chief difference was caused by the proportionately smaller vote of the "no help needed" by "non-users" as compared with the "trieds-but-quit" for "stricter enforcement." The "users" differed from the "trieds-but-quit" regarding marijuana, essentially because of the much higher selection of the "no help needed" option by the "users." Among the male respondents there were differences between the "trieds-but-quit" and the "users" for LSD and barbiturates for this same reason. Quite obviously, the "non-users" of marijuana take a very strong position regarding need for help that differentiates them from the other types of students who stand on the position mainly that "no help is needed."

In respect to feelings about legal penalties for possession of the eight products surveyed (Table 32), there were significant differences in group respondents between males and females regarding marijuana, amphetamines, LSD and barbiturates; and for the female respondents also as regards glue, cigarettes and heroin. These differences were clearly the result of a proportionately much higher vote of the "non-users" than of the "users" for penalty for possession. Here the vote of the "users" approached unanimity for marijuana (93 per cent for male and 95 per cent for female) -- dramatically evidencing the position of reported "users" regarding rejection of the need for a legal penalty. The vote against legal penalties regarding marijuana and LSD was relatively much stronger for the "users" as compared with the "trieds-but-quit." As between the "trieds-but-quit" and the "non-users" there was a significant difference regarding feeling about a penalty for possession of marijuana and LSD, because of the relatively higher "yes" vote of the "non-users." This question on opinions about having a legal penalty for possession of drugs and the other products surveyed provided the clearest and most incontrovertible index of the attitudinal differences about the drug scene on the part of "users" of marijuana as opposed to "non-users" and even "trieds-but-quit." The "users" do indeed take a position that is polarized and differs from that of most of the other respondents.

There is not much point in detailing the differences in Table 33 among the three types of respondents about feelings regarding change in the curriculum. When size differences do appear on the table for marijuana, amphetamines, LSD and barbiturates, they generally reflect very large proportionate differences regarding the options "should be stricter" and "should be less strict" with the "non-users" taking the former position and the "users" the latter. Again, as regards marijuana, the vote of the "users" is almost unanimously in favor of making the laws regarding marijuana less strict. Where the differences are significant between the "non-users" and the "trieds-but-quit" regarding marijuana, amphetamines, LSD and barbiturates, again, the much stronger "should be stricter" vote of the "non-users" plus a higher "I don't know" vote of the "non-users" accounts for this significance.

Despite the strong stand of the "users" against legal penalties for possession of drugs, they think more like (than unlike) the "non-users" and "trieds-but-quit," about the need for classes on the use and effects of drugs (Table 34). There are no differences among the three types of male respondents regarding this issue except as regards barbiturates where a higher proportion of "I don't know" votes are recorded for the "non-users" than for the "users." Among the female respondents there is a great preponderance of agreement that instruction is needed, but the distribution of respondes among the options was such that significant differences were recorded between the "non-users" and "users" for marijuana, LSD, and barbiturates. The proportionately higher "no" and "I don't know" vote regarding classes for marijuana by the "users" vs. the "non-users" accounted for the differences regarding these two drugs. Essentially, the student population is positive to instruction about drugs regardless of whether they classify themselves as "non-users," "users" or "trieds-but-quit."

Regarding the types of instruction received in the first six weeks of school on drug abuse, tobacco and alcohol, and sex education (Tables 35, 36, 37), there were differences noted among three categories of respondents. For the female respondents there were differences between the "non-users" and "trieds-but-quit" in the proportion of students who responded that they had had"discussion with the counselor" regarding these three products. There was a greater proportion of female "users" than "trieds-but-quit" who reported that they had had none of the types of instruction listed in the area of sex education during the first weeks of school.

Table 38 reports the reaction of the three categories of respondents to questions about the psychological and social effects of drug use. Eighteen different possible effects are listed, such as loss of ambition, guilt feelings, and gradual loss of ability to think.

Among the male respondents there were significant differences in the responses regarding 12 of the 18 effects listed in Table 38, between "users" and "non-users," "users" and "trieds-but-quit" and "trieds-but-quit" and "users." Examination of the data will demonstrate that, in such cases as this, generally the responses of the "non-users" were in the same direction. The direction of the responses of the "tried-but-quit" group was also not noticeably divergent of that of the total group. The "user" group, however, tended to respond in a generally opposite direction from the "non-users" and, in many respects, from the "trieds-but-quit." For example, as regards "loss of ambition," because of drug-use, the "non-users" gave their highest vote to "very much" and the "users" to "not at all." Proportionately, many more of the "non-users" (12 per cent) voted that drug-use causes "guilt feelings" than did "users," whose highest vote on this score was "not at all." The same sort of opposing position was taken regarding "gradual loss of ability to think." Differences between the group responses of the "non-users" and the "users" is contributed to very heavily by the much greater use of the "I don;t know" option among the "non-users." In fact, this is the single most important factor in the generalized significance of the differences between the responses of the "non-users" and "users" in regard to these 18 different items. In their responses regarding most of the 18 suggested effects of drug use, the "non-users" and the "trieds-but-quit" differed as groups. The causes of differences were similar to those just noted for the differences between "non-users" and "users"," differing somewhat in degree rather than in kind.

A great proportion of the "users" took the position that the use of drugs contributes either "not much" or "not at all" in the way of negative effects while the "non-users" took the position that the use of drugs contributes "very much" or "somewhat" to ill effects in such matters as "increase in anxiety," "frightening hallucinations," "dropping out of school," "poor grades," "loss of friends," "crime," and "imorality." In similar vein, a greater proportion of the "users" than "non-users" felt that drugs contribute to "kicks," "increased involvement with social problems." Notable in this connection was the fact already mentioned elsewhere that the "users" as a group were far abler to take a position on these issues than were the "non-users," as is documented by the greater use of the "I don't know" option among the "non-users." As stated, the "tried-but-quit" group took a midway position, differing from the "non-users" more in regard to their feelings about the effects of drugs than on many other issues covered in the questionnaire. The "trieds-but-quit" seemed most unlike the "users" as regards impact of drug-use on "dropping out of school," "poor grades," "crime," "loss of ambition," "guilt feelings," "loss of ability to think," "increase in anxiety," and "frightening hallucinations."

Table 39 reviews the reactions of the three categories of respondents to questions regarding psychological and social factors which may lead to drug use. For both male and female respondents there were significant differences in the group responses as between "non-users" and "users"; and for most of the factors considered there were significant differences between the "non-users" and the "trieds-but-quit." By and large, however, the most important factor contributing to this statistical significance among the groups responses was the much higher tendency among the "non-users" to select the option "I don't know."

As regards the perceptions of the influence upon drug use of TV, magazines, newspapers, underground papers, and friends (Table 40), among the three categories of respondents, there was very little difference. The male respondent "non-users" differed, as compared with the "trieds-but-quit"," in terms of their feelings about underground papers, but the essential difference between the two groups was the selection of "I don't know" by the "non-users." Among the female respondents, the "non-use s" differed from the "users" regarding underground papers essentially becuase of the "very much" response and the "I don't know" response of the "non-users." The female responses among the "users" were different from those among the "trieds-but-quit" regarding the influence of underground papers, basically, because proportionately more "users" than "trieds-but-quit" selected the "not much" and "not at all" category of responses, thus, downgrading the impact of underground papers.

Table 41 summarizes the difference in reactions by the three categories of respondents to such peer types as: "students who make good grades," "the student who does not take drugs," "the student who will try anything once," "the student who is "turned on"" "the long hair type (male)," "the crewcut type" and the "moderate." The three categories of students do not differ as regards their feelings about the student who makes good grades or the student who will try anything once. Among the male and female respondents, as groups, "non-users" reacted differently from "users" to the student who does not take drugs," "the student who is 'turned on'," "the long hair type (male)" and the "moderate"; and among the male respondents, the "non-users" and "users" differed on their estimation of the crew-cut type. A proportionate difference of great magnitude in responses to the "admire" option was recorded by the "non-users" versus the "users" for "the student who does not take drugs." The "users" preferred to say that they "can take or leave" this type, or to express no opinion. Some evidence of a reversed trend was recorded between the "non-user" and "user" male respondents in reaction to "long hair types," proportionately very large numbers of the "users" recording "admire" for this type. The "moderate" drew scant admiration (4 per cent) and no admiration (0 per cent) from the "users." As regards the "crew-cut type" the greater proportion of the male "users" of marijuana voted that they dislike or detest him. Among the female respondents the main reason for the statistically significant difference regarding opinion of the "student who does not take drugs," as between "non-users" and "users," was the proportionately very much higher vote for "admire" among the "non-users."

Table 42 indicates that a very much larger proportion of "users" than "non-users" knew that the term "joint" applies to marijuana (74 per cent vs. 41 per cent) among boys (75 per cent vs. 40 per cent) among girls. Of course, a great proportion of the "non-users" selected "I don't know" (48 per cent of the males and 50 per cent of the females) whereas almost none of the "users" took refuge under the "I don't know" response. Similarly, the "trieds-but-quit" were better informed about the meaning of the term "joint" than the "non-users." Relatively greater proportions of "users" and "trieds-but-quit" than "non-users" selected the correct term for amphetamines, and the "non-users" either guessed or, in the case of most of them, selected "I don't know" as their response. For LSD, too, the "users" and the "trieds-but-quit" were far more accurate than the "non-users" in selecting the right slang term. Among the female respondents, however, the "trieds-but-quit" were significantly less informed about the meaning of the slang word "cap" for LSD than were the "users." For barbiturates, the story is the same as regards the differences between the "non-users" and the "users." The term "cap" also refers to barbiturates and a greater proportion of male "users" than of either male "non-users" or "trieds-but-quit" selected the right answer. The greater majority of the "non-users" and "trieds-but-quit" selected the response "I don't know." Regarding "cap," female responses differed as between the "non-users" and the "users." There were no synonyms for glue, alcoholic drinks or cigarettes. The three different groups did not differ from one another in their responses regarding glue, most of the respondents in each group selecting the "I don't know" response and the others randomly selecting among the other options. There were statistically significant differences for the male respondents between "non-users" and "users" regarding responses to alcohol and cigarettes but these differences were caused between greater percentage of "users" who elected not to respond. The selection of a synonym for heroin were different as between the "non-users" and "users" and between the "trieds-but-quit" and "users," in large measure because of the greater proportion of students among the "non-users" and "trieds-but-quit" who elected the "I don't know" option. The "users" again demonstrated their reluctance to use the "I don't know" option by splitting their vote primarily between "horse," (a slang synonym for heroin) and hepatitis which is associated with the use of unclean hypodermic needles.

Table 43 reports the responses to a question requiring the student to select a synonym for heroin. For this drug there were significant differences between the "users" and "non-users," between the "non-users" and "trieds-but-quit," and between the "trieds-but-quit" and the "users," The "users" were far more informed, 71 per cent of both male and female respondents selecting "smack" as the synonym for heroin. A number of the "trieds-but-quit" did some guessing on this question, selecting "speed," but a considerable proportion of them selected "I don't know." Larger numbers of "non-users" guessed incorrectly that "speed" was the right synonym for heroin than selected the correct answer, and 49 per cent selected "I don't know."

Table 44 presents the only slang term used in reference to drugs on which the "non-users" matched the "trieds-but-quit" and the "users." This was the word "pusher" as a synonym for a dope salesman.

Tables 45, 46 and 47, report outcomes of these tests on the respondents' knowledge of ways to hide the appearance of having used various products considered in the survey. Table 45 summarizes the proportionate differences in responses to the several options on a question asking whether sunglasses would be beneficial to users of each of the eight products. The intent was to ascertain whether students knew or did not know which of these products lead to dilation or a pinpoint effect on the pupil of the eyes. For such effects sunglasses are beneficial. As indicated in Table 45, there were differences in response patterns between the "non-users" and "users" for marijuana, amphetamines, LSD, barbiturates and heroin. Additionally, the "non-users" and "trieds-but-quit" differed as regards marijuana and, among the female respondents, there were differences regarding amphetamines both for "non-users" and "trieds-but-quit." The real cause of the differences was however essentially in the "I don't know" response between those groups for which there were statistical differences in the response patterns. Actually, the choice of "yes" would have been acceptable in response to this question for amphetamines, LSD, barbiturates and heroin. Only for marijuana and LSD did the number of correct answers outweigh the number of incorrect answers. Table 46 presents the same kind of information on responses regarding the beneficial effects of visene for "users" of the eight products. Visene is a commercial product useful for clearing up bloodshot eyes and would be useful for users of marijuana and alcoholic drinks under certain conditions. The typical response was "I don't know" for almost all groups in regards to this product. The "non-users" differed significantly from the "users" in their responses regarding marijuana, amphetamines, LSD, barbiturates and heroin, mainly because the "non-users," in overwhelming numbers, selected "I don't know," while the "users," who customarily avoided the "I don't know" response throughout the survey, elected to split their votes between "yes" and "no." Table 47 reviews the responses of the three categories of students to a product designated as "poitotine" on the questionnaire. There is no such drug. The overwhelming majority of the responses of all three categories selected the option "I don't know," but there are significant statistical differences, mainly for male respondents, between "non-users" and "users" again, apparently, because the "users" liked to avoid the "I don't know" option. Those who avoided this option split their vote between "yes" and "no" rather randomly.

TABLE 24

ESTIMATES OF PER CENT OF USERS OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES WHO WILL GO ON TO USE HEROIN OR OTHER NARCOTICS OF SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS AND USERS OF MARIJUANA

(Respondents Classified By Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Estimating Users of Named Drug Who Will Use Other Narcotics																				
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS											
Per Cent of Current Users Who Will Go On To Other Drugs																					
0%	3	7	8	3	5	8	4	7	10	4	6	6	12	20	15	19	27	22	22	31	28
1%	12	31	39	8	21	16	9	21	24	7	18	14	14	21	16	17	25	22	16	20	20
5%	16	25	16	11	18	21	12	14	16	11	23	17	11	7	14	12	11	12	8	7	7
10%	15	14	11	8	9	14	9	9	10	7	9	14	10	11	12	6	3	7	4	7	0
25%	14	9	4	11	12	11	9	9	13	11	5	8	7	2	8	4	11	3	5	6	6
50%	10	2	0	10	4	2	14	4	4	10	2	8	5	5	4	8	9	6	9	14	8
75%	9	5	8	5	0	1	8	9	4	6	5	1	3	5	0	12	3	5	14	4	8
100%	1	0	2	1	0	1	4	2	1	1	0	2	1	2	2	5	2	9	5	2	3
I Don't Know	18	7	8	41	29	23	29	23	15	41	30	25	35	25	26	15	7	11	15	9	17
No Response	2	A 0 C	4	2	2 C	4	2	2 C	3	2	A 2 C	5	2	2	3	2	2	3	2	2	3
										FEMALE RESPONDENTS											
Per Cent of Current Users Who Will Go On To Other Drugs																					
0%	4	5	12	3	2	6	3	5	8	3	5	6	10	19	9	18	33	25	20	26	28
1%	10	21	17	8	12	14	10	14	19	8	9	8	13	10	12	16	10	20	16	14	15
5%	13	12	29	10	19	15	11	19	12	11	17	11	12	10	9	11	12	14	9	14	14
10%	18	19	12	10	17	19	11	7	12	10	10	11	12	12	9	9	7	3	6	3	3
25%	18	10	9	12	7	9	16	10	15	13	12	21	10	2	9	9	5	9	5	5	3
50%	14	12	5	11	10	9	15	17	11	11	2	9	7	7	5	8	5	3	11	14	5
75%	8	7	6	6	5	2	8	2	6	5	7	1	3	5	5	8	12	3	11	10	1
100%	2	2	2	1	0	0	4	7	3	1	5	2	1	0	2	7	5	3	8	2	8
I Don't Know	11	7	5	37	26	23	20	17	11	36	31	28	30	33	37	12	9	17	12	10	20
No Response	2	5 C	3	2	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2	2	3

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 25

PERCEIVED DIFFERENCES BETWEEN MALES' AND FEMALES' USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES OF SENIOR HIGH RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

Per Cent of Each Type of Respondent Indicating Which Sex is the Greatest User of Each Named Product

DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Sex of Drug Users																								
Boys	48	46	40	33	34	29	41	34	39	29	18	26	50	53	45	72	61	64	26	39	27	33	33	39
Girls	4	5	2	7	11	11	3	7	2	9	18	15	2	0	5	0	0	2	6	5	7	2	0	2
About the Same for Both	33	43	50	17	32	27	24	43	43	18	37	26	11	18	14	23	34	27	62	52	58	12	18	15
I Don't Know	14	4	3	42	21	30	30	14	13	43	25	30	36	25	33	3	3	4	4	2	3	52	42	41
No Response	1	2 C	5	1	A 2	3	2	A 2 C	3	1	A 2	3	1	4	3	2	2	3	2	2	5	1	2	3
										FEMALE RESPONDENTS														
Sex of Drug Users																								
Boys	38	26	12	24	33	16	35	48	35	20	26	17	44	41	45	65	60	70	26	26	27	23	19	25
Girls	2	0	2	10	12	16	3	2	1	11	14	8	1	0	2	1	0	0	7	5	6	1	2	2
About the Same for Both	49	67	84	22	24	53	35	33	58	23	19	47	20	17	25	31	36	30	65	64	66	17	17	31
I Don't Know	10	2	2	44	29	15	26	14	6	45	38	28	34	40	28	2	2	0	1	3	1	58	60	42
No Response	1	A 5 C	0	0	2 C	0	1	2 C	0	1	2 C	0	1	2	0	1	2	0	1	2	0	1	2	0

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 26

ACADEMIC STATUS OF USERS OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES AS PERCEIVED BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS AND USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Indicating academic status for users of named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
MALE RESPONDENTS																								
Academic Status																								
Honor Roll Students	4	9	12	2	2	8	4	9	11	1	5	6	1	2	4	4	0	10	3	2	6	2	2	7
Average Students	32	63	63	11	29	34	14	28	39	12	27	26	18	30	15	64	75	55	63	77	52	5	14	3
Failing Students	39	14	2	35	25	17	41	29	19	34	25	24	32	29	32	14	9	12	13	3	6	35	30	34
I Don't Know	22	7	9	50	41	34	39	32	23	51	41	37	47	36	41	12	9	8	12	11	12	56	52	48
No Response	3 A	7	14	2 A	3	7	2	2	8	2 A	2	7	2	3	8	6	7	15	9	7	24	2	2	8
		C			C			C			C			C			C			C			C	
FEMALE RESPONDENTS:																								
Academic Status																								
Honor Roll Students	6	12	17	2	7	3	4	5	6	2	7	1	1	2	0	3	10	8	4	10	2	1	2	0
Average Students	36	62	61	14	19	50	16	29	55	15	22	36	18	19	16	65	64	58	70	69	72	6	10	13
Failing Students	34	16	2	29	24	6	39	24	6	29	19	16	31	22	30	15	9	14	10	2	3	31	26	34
I Don't Know	20	5	14	54	48	38	39	40	28	52	50	44	49	55	53	11	5	15	9	5	12	60	57	50
No Response	4 A	5	6	1	2 B	3	2	2	5	2	2	3	1	2	1	6	12	5	7	14	11	2	5	3
		C			C			C			C													

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 27

RELATIONSHIP OF LOCATION OF SCHOOLS AND USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES AS PERCEIVED BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS AND USERS OF MARIJUANA

(RESPONDENTS CLASSIFIED BY SEX AND REPORTED OWN USE OF MARIJUANA)[1]

PER CENT OF EACH TYPE OF RESPONDENT REPORTING LOCATION OF GREATEST USE OF NAMED PRODUCT

DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
										MALE RESPONDENTS														
LOCATION OF SCHOOLS																								
INSIDE WASH., D.C.	23	16	11	21	21	18	26	27	16	23	16	23	17	15	18	35	29	31	19	9	19	42	57	64
NEAR WASH., D.C.	15	16	14	10	20	11	15	12	11	11	13	11	10	7	7	11	7	8	10	11	8	7	9	2
IN SUBURBS	34	53	39	18	23	24	22	39	27	17	36	18	22	32	16	19	23	16	23	23	9	8	11	2
IN RURAL AREAS	3	0	2	2	4	2	2	2	2	2	0	3	5	7	5	5	5	3	4	5	3	1	0	3
I DON'T KNOW	23	11	17	47	27	34	33	16	30	45	30	34	43	32	43	22	20	18	33	34	33	40	16	20
NO RESPONSE	2	4	17	2	5	11	2	4	14	2	A 5	11	3	7	11	8	16	24	11	18	28	2	A 7	9
		C			C			C			C			C			C			C			C	
										FEMALE RESPONDENTS														
LOCATION OF SCHOOLS																								
INSIDE WASH., D.C.	23	14	17	21	31	14	25	26	17	19	29	20	14	12	19	31	31	31	15	14	9	33	50	57
NEAR WASH., D.C.	13	14	12	7	7	14	11	14	14	9	7	14	5	0	8	11	3	9	10	10	12	5	3	3
IN SUBURBS	31	36	37	17	14	25	20	14	25	15	17	12	22	26	15	21	33	14	28	19	22	7	2	3
IN RURAL AREAS	4	5	0	2	0	1	3	0	1	3	0	1	5	10	2	4	2	3	4	7	0	3	2	0
I DON'T KNOW	26	26	23	51	43	40	38	41	37	52	45	51	51	50	53	25	24	35	32	36	45	50	41	34
NO RESPONSE	3	5	11	2	5	6	3	5	6	2	2	2	3	2	3	8	7	8	11	14	12	2	2	3
																							C	

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[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

TABLE 28

DEGREE OF DANGER ASSOCIATED WITH REGULAR USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES AS PERCEIVED BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Selecting Each Degree of Danger for Regular Use of Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Degree of Danger																								
Strong Danger	48	11	5	67	61	41	88	75	49	73	62	40	64	62	58	34	18	19	46	30	27	87	93	80
Moderate Danger	23	20	3	12	27	25	5	20	23	8	18	27	18	16	19	36	25	31	35	32	35	2	2	6
Slight Danger	16	39	21	1	3	20	1	3	19	3	9	15	6	12	9	21	44	29	14	31	26	1	2	3
No Danger	6	28	68	1	0	3	1	0	2	1	0	5	1	2	2	5	11	17	2	7	9	1	0	4
I Don't Know	6	2	1	18	9	10	5	2	6	15	11	12	11	4	11	3	2	2	2	0	2	9	3	6
No Response	1 A	0 B C	2	1	0 C	1	0 A	0 C	1	0	0 C	1	0	2	1	1 A	0 C	2	1 A	0 C	1	0	0 C	1
										FEMALE RESPONDENTS														
Degree of Danger																								
Strong Danger	55	24	1	71	62	40	94	88	52	73	64	42	60	55	68	50	36	32	56	55	51	89	88	91
Moderate Danger	25	33	9	10	26	26	2	7	23	11	22	35	21	17	9	33	43	37	30	33	31	1	2	5
Slight Danger	12	33	28	2	2	20	1	2	17	1	2	14	6	7	8	12	14	22	11	10	15	1	2	1
No Danger	4	7	60	0	0	5	0	0	8	0	0	1	1	0	1	2	5	8	2	0	3	0	0	0
I Don't Know	3	0	2	17	7	9	3	0	0	14	10	8	12	19	14	2	0	1	1	0	0	9	5	3
No Response	1 A	3 B C	0	0 A	3 C	0	0	3 B C	0	1	2 C	0	0	2	0	1	2 C	0	0	2	0	0	3	0

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 29

DEGREE OF DANGER ASSOCIATED WITH EXPERIMENTATION WITH DRUGS, ALCOHOLIC DRINKS AND CIGARETTES PERCEIVED BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA
(RESPONDENTS CLASSIFIED BY SEX AND REPORTED OWN USE OF MARIJUANA)[1]

	PER CENT OF EACH TYPE OF RESPONDENT SELECTING EACH DEGREE OF DANGER FOR EXPERIMENTATION WITH NAMED PRODUCT																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
										MALE RESPONDENTS														
DEGREE OF DANGER																								
STRONG DANGER	22	0	2	40	21	15	78	59	36	47	30	24	37	46	38	7	4	3	18	18	16	79	84	66
MODERATE DANGER	23	4	1	28	34	26	12	23	26	27	27	34	26	20	24	22	9	22	27	14	17	6	7	15
SLIGHT DANGER	35	34	17	8	29	37	4	16	22	6	25	25	20	18	18	44	50	30	33	41	35	2	4	6
NO DANGER	13	59	74	1	2	10	0	0	10	1	4	9	3	7	8	23	36	39	19	27	28	1	0	7
I DON'T KNOW	7	3	1	23	14	11	6	2	2	18	14	8	13	7	11	3	1	3	3	0	3	12	5	5
NO RESPONSE	0 A	0 C	5	0 A	0 C	1	0 A	0 C	4	1 A	0 C	0	0	2	1	1	0 C	3	0	0	1	0	0 C	1
										FEMALE RESPONDENTS														
										FEMALE														
DEGREE OF DANGER																								
STRONG DANGER	24	7	0	44	31	8	86	81	35	49	31	20	36	29	43	11	7	6	22	19	20	82	83	82
MODERATE DANGER	31	12	2	26	31	31	8	7	32	26	43	32	27	21	26	34	17	18	28	33	28	5	5	11
SLIGHT DANGER	28	50	23	8	21	35	2	10	25	7	9	29	21	24	9	37	45	48	30	31	34	2	5	3
NO DANGER	12	26	74	1	0	17	1	0	6	0	0	10	2	5	3	17	29	26	18	14	18	0	0	2
I DON'T KNOW	4	0	0	21	12	9	3	0	2	18	12	9	14	19	17	1	0	2	2	0	0	11	5	2
NO RESPONSE	1 A	5 B C	1	0 A	5 B C	0	0 A	2 B C	0	0 A	5 C	0	0	2	2	0	2	0	0	3	0	0	2 C	0

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[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

TABLE 30

HABITUATING EFFECTS ASSOCIATED WITH DRUGS, ALCOHOLIC DRINKS AND CIGARETTES AS PERCEIVED BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS AND USERS OF MARIJUANA

(RESPONDENTS CLASSIFIED BY SEX AND REPORTED OWN USE OF MARIJUANA)[1]

	PER CENT OF EACH TYPE OF RESPONDENT INDICATING HABITUATING EFFECT OF NAMED PRODUCT																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
										MALE RESPONDENTS														
HABITUATING EFFECTS																								
SEVERELY HABIT FMNG.	15	2	2	37	38	18	49	29	10	43	41	29	18	11	10	21	12	15	60	70	55	70	79	81
MILDLY HABIT FORMING	40	37	17	19	34	40	16	26	10	16	29	29	28	25	32	52	63	55	30	25	33	4	9	2
NOT AT ALL	27	59	78	5	5	17	11	29	60	5	5	16	17	23	19	20	21	25	6	3	10	4	0	7
I DON'T KNOW	17	2	2	38	23	24	23	16	19	34	23	25	36	39	38	7	2	4	4	2	0	22	12	7
NO RESPONSE	1 A	0 C	1	1	0 C	1	1 A	0 B C	1	2	2 C	1	1	2	1	0 A	2	1	0	0 C	2	0	0 C	3
										FEMALE RESPONDENTS														
HABITUATING EFFECTS																								
SEVERELY HABIT FMNG.	24	12	0	40	38	20	60	48	11	50	38	28	25	24	23	30	14	20	71	62	66	72	69	86
MILDLY HABIT FORMING	43	33	18	20	28	43	12	12	18	17	22	37	31	12	15	53	57	48	23	36	31	4	5	5
NOT AT ALL	22	55	82	3	10	15	9	21	60	3	7	9	8	28	20	12	26	20	3	2	2	1	2	0
I DON'T KNOW	11	0	0	36	24	22	18	19	11	29	33	26	35	36	42	4	3	12	2	0	1	22	24	9
NO RESPONSE	0 A	0 B C	0	1	0 C	0	1	0 B C	0	1	0 C	0	1 A	0 C	0	1	0 C	0	1	0	0	1	0	0

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[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

TABLE 31

TYPE OF HELP NEEDED BY USERS OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES AS PERCEIVED BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS AND USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Indicating Type of Help Needed by Users of Named Product																							
Drugs:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
Type of Respondents:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
MALE RESPONDENTS																								
Type of Help																								
No Help Needed	16	57	87	3	12	26	3	16	42	3	7	20	7	11	19	32	61	63	28	52	66	2	4	11
Psych. Counseling	20	7	3	25	28	14	36	39	21	28	32	20	20	16	25	8	0	9	7	0	3	32	48	34
Dis. in School	10	12	2	7	11	7	7	7	7	7	9	6	8	7	6	10	11	5	17	16	8	3	2	6
Rel. Counseling	3	0	0	2	2	3	3	0	2	2	0	1	3	0	3	3	0	0	2	0	1	3	0	2
Family Counseling	10	7	0	5	9	1	5	11	0	5	13	0	14	16	4	21	16	6	20	16	4	2	4	0
Stricter Enforcement	17	4	0	17	6	6	19	5	6	16	4	7	14	11	6	8	5	2	8	9	2	21	14	19
I Don't Know	17	9	5	35	30	34	21	18	13	34	30	36	29	34	28	13	5	8	13	4	8	30	21	16
No Response	7 A	4 B C	3	6 A	2 C	9	7 A	4 B C	9	5	5 B C	10	5	5 C	9	5 A	2 C	7	5 A	3 C	8	7	7 C	12
FEMALE RESPONDENTS																								
Type of Help																								
No Help Needed	13	43	93	2	3	40	1	9	34	2	3	29	3	12	12	27	50	49	29	38	58	1	2	3
Psych. Counseling	31	19	2	31	31	15	47	36	32	34	26	15	26	31	26	9	5	17	3	9	5	38	40	55
Dis. in School	9	2	2	5	14	11	5	7	8	6	12	11	9	3	17	8	10	5	14	19	15	5	2	5
Rel. Counseling	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	2	0	0	1	0	0	1	0	0
Family Counseling	12	10	0	7	7	5	6	2	5	6	14	6	15	7	9	29	24	18	27	12	12	3	5	0
Stricter Enforcement	13	12	0	13	14	8	16	24	4	12	7	8	9	7	2	9	2	5	11	10	5	18	29	14
I Don't Know	14	9	3	37	26	18	17	17	14	34	33	29	31	33	26	11	2	5	10	7	3	28	17	17
No Response	7 A	5 B C	2	4	5 B C	3	7 A	5 C	3	5	5 C	2	6	7 C	8	5	7 C	1	5	5 C	2	6	5	6

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 32

FEELINGS ABOUT LEGAL PENALTY FOR POSSESSION OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES OF SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA
(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Giving an Opinion Regarding Legal Penalty for Possession of Each Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Possession of Drugs																								
Yes	55	25	6	61	44	39	78	66	32	64	47	43	34	36	33	10	18	13	17	12	15	83	84	72
No	35	73	94	16	35	44	13	25	55	18	33	38	50	53	57	82	80	84	77	84	82	8	11	19
I Don't Know	10	2	0	22	21	15	8	9	12	18	20	17	16	11	10	7	2	2	5	4	3	8	5	5
No Response	0 A	0 B	0	1 A	0	2	1	0 B	1	0	0	2	0	0	0	1	0	1	1	0	0	1	0	4
		C			C			C			C												C	
										FEMALE RESPONDENTS														
Possession of Drugs																								
Yes	61	21	5	65	43	22	86	69	32	64	40	22	43	31	14	11	0	8	16	12	2	86	81	72
No	32	74	95	16	40	57	8	19	48	18	36	62	37	52	62	76	98	89	77	88	97	7	7	19
I Don't Know	7	5	0	19	17	21	5	12	20	18	24	17	19	17	23	12	2	3	7	0	1	6	12	9
No Response	0 A	0 B	0	0 A	0	0	1	0 B	0	0	0	0	1	0	1	1	0	0	0	0	0	1	0	0
		C			C			C			C			C						C			C	

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 33

FEELINGS ABOUT THE NEED TO CHANGE THE LAW REGARDING THE USE OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES OF SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Indicating Need for Law Change for Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Type of Change Needed																								
Should be Stricter	42	9	1	49	27	20	66	44	19	51	29	22	36	33	34	15	9	8	25	18	20	72	67	51
Should be Less Strict	38	86	98	7	25	42	9	29	57	8	24	37	13	24	25	32	53	54	13	20	27	3	13	21
No Change Needed	9	0	1	13	24	20	11	20	16	13	24	19	23	23	23	43	34	30	53	58	46	9	15	15
I Don't Know	11	5	0	30	24	17	14	7	7	27	23	21	27	20	17	9	4	3	9	4	5	15	5	12
No Response	0 A	0 C	0	1 A	0 C	1	0 A	0 B C	1	1 A	0 C	1	1	0	1	1	0 C	5	0	0 C	2	1 A	0 C	1
										FEMALE RESPONDENTS														
Type of Change Needed																								
Should be Stricter	42	17	0	54	29	5	73	55	9	56	36	9	40	24	18	21	7	11	27	21	14	73	60	42
Should be Less Strict	39	76	98	5	28	57	5	24	54	5	21	45	7	19	25	20	62	48	12	43	20	3	4	20
No Change Needed	8	5	2	11	26	21	9	9	26	12	24	29	22	24	32	48	24	35	50	29	60	6	17	26
I Don't Know	10	2	0	29	17	17	14	12	11	27	19	15	31	33	25	10	7	6	11	7	6	17	19	12
No Response	1 A	0 B C	0	1 A	0 B C	0	0 A	0 B C	0	0 A	0 B C	0	0	0 C	0	1 A	0 C	0	0 A	0	0	1	0 C	0

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 34

FEELINGS OF SENIOR HIGH RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA ABOUT THE NEED FOR CLASSES ON THE USE AND EFFECTS OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Saying There Should or Should Not Be Classes in School on Each Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Responses																								
Yes	67	51	58	66	53	63	71	53	64	67	53	64	59	45	57	57	42	46	63	51	54	73	60	71
No	26	40	33	22	36	31	21	36	29	22	36	29	32	44	35	36	51	45	32	42	42	20	29	25
I Don't Know	7	9	7	12	11	4	8	11	5	11	11	5	9	11	6	7	7	7	5	7	3	7	11	2
No Response	0	0	2	0	0	1	0	0	2	0	0	2	0	0	2	0	0	2	0	0	1	0	0	2
											C													
										FEMALE														
Responses																								
Yes	79	69	54	78	81	61	83	88	63	78	81	60	66	60	54	67	48	55	69	64	63	83	81	72
No	16	29	34	13	14	28	12	10	29	14	17	29	26	33	31	28	45	33	26	31	29	12	14	19
I Don't Know	5	2	12	9	5	11	5	2	8	8	2	11	8	7	15	5	7	12	5	5	8	5	5	9
No Response	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		C						C			C													

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 35

TYPES OF INSTRUCTION RECEIVED ON DRUGS DURING THE FIRST SIX WEEKS OF THE SCHOOL YEAR BY SENIOR HIGH RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(RESPONDENTS CLASSIFIED BY SEX AND REPORTED OWN USE OF MARIJUANA)[1]

TYPE OF INSTRUCTION:	PER CENT OF EACH TYPE OF RESPONDENT RECEIVING NAMED TYPE OF INSTRUCTION																				
	SPECIAL COURSE			UNIT			ASSEMBLY PRESENTATIONS			DISCUSSION W/ COUNSELOR			ASSIGNED PROJECT			INFORMAL CLASS DISCUSSION			NONE OF THESE		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
										MALE RESPONDENTS											
RESPONSES																					
YES	10	6	8	18	14	16	28	33	25	2	0	0	12	2	10	43	45	41	15	16	17
NO	64	76	59	57	64	54	47	40	46	69	75	64	60	73	58	35	33	30	38	35	44
NO RESPONSE	26	18	33	25	22	30	25	27	29	29	25	36	28	25	32	22	22	29	47	49	39
										FEMALE RESPONDENTS											
RESPONSES																					
YES	9	12	6	26	24	26	29	38	28	2	14	6	15	21	18	48	57	45	14	5	25
NO	64	57	59	49	48	42	47	29	38	68	57	62	57	50	51	29	17	33	40	28	32
NO RESPONSE	27	31	35	25	28	32	24	33	34	30 A	29	32	28	29	31	23	26	22	46	67	43

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[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

TABLE 36

TYPES OF INSTRUCTION RECEIVED ON TOBACCO AND ALCOHOL DURING THE FIRST SIX WEEKS OF THE SCHOOL YEAR BY SENIOR HIGH RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified By Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Receiving Named Type of Instruction																				
TYPE OF INSTRUCTION:	SPECIAL COURSE			UNIT			ASSEMBLY PRESENTATIONS			DISCUSSION W/ COUNSELOR			ASSIGNED PROJECT			INFORMAL CLASS DISCUSSION			NONE OF THESE		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS											
Responses																					
Yes	12	13	9	20	14	19	21	22	20	2	2	2	10	4	10	35	40	34	19	16	22
No	57	60	51	51	55	42	48	44	39	64	64	53	57	62	47	37	31	28	36	31	39
No Response	31	27	40	29	31	39	31	34	41	34	34	45	33	34	43	28	29	38	45	53	39
										FEMALE RESPONDENTS											
Responses																					
Yes	8	21	11	25	24	23	23	33	18	1	7	2	14	16	9	40	48	29	17	10	29
No	61	48	49	47	43	37	48	29	43	65	60	57	54	48	49	32	21	35	39	31	32
No Responses	31	A 31	40	28	33	40	29	38	39	34	A 33	41	32	36	42	28	31	36	44	59	39

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 37

TYPES OF INSTRUCTION RECEIVED ON SEX EDUCATION DURING THE FIRST SIX WEEKS OF THE SCHOOL YEAR BY SENIOR HIGH RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(RESPONDENTS CLASSIFIED BY SEX AND REPORTED OWN USE OF MARIJUANA)[1]

TYPE OF INSTRUCTION:	PER CENT OF EACH TYPE OF RESPONDENT RECEIVING NAMED TYPE OF INSTRUCTION																				
	SPECIAL COURSE			UNIT			ASSEMBLY PRESENTATIONS			DISCUSSION W/ COUNSELOR			ASSIGNED PROJECT			INFORMAL CLASS DISCUSSION			NONE OF THESE		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
MALE RESPONDENTS																					
RESPONSES																					
YES	15	13	12	20	18	25	13	13	15	2	2	2	5	4	9	30	29	33	21	22	24
NO	54	58	47	50	51	38	53	51	45	63	62	54	61	60	51	40	40	29	39	29	39
NO RESPONSE	31	29	41	30	31	37	34	36	40	35	36	44	34	36	40	30	31	38	40	49	37
FEMALE RESPONDENTS																					
RESPONSES																					
YES	16	29	14	29	31	29	17	24	15	1	10	2	8	7	5	34	36	28	19	7	31
NO	54	40	46	42	33	34	50	36	43	64	47	54	58	52	54	35	26	32	41	36	37
NO RESPONSE	30	31	40	29	36	37	33	40	42	35 A	43	44	34	41	41	31	38	40	40	57 B	32

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[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

TABLE 38

PSYCHOLOGICAL AND SOCIAL EFFECTS OF DRUG USE PERCEIVED BY SENIOR HIGH RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS, AND USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

EFFECTS OF DRUG USE:	Per Cent of Each Type of Respondent Indicating Degree of Named Effect																				
	LOSS OF AMBITION			GUILT FEELINGS			GRADUAL LOSS OF ABILITY TO THINK			INCREASE IN ANXIETY			FRIGHTENING HALLUCINATIONS			INCREASE SELF-CONFIDENCE			KICKS		
TYPE OF RESPONDENT:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
MALE RESPONDENTS																					
Degreee of Effect:																					
Very Much	22	14	6	12	11	1	22	5	1	22	11	2	29	9	2	7	5	5	10	25	33
Somewhat	30	34	19	21	25	10	25	27	12	20	27	16	25	39	17	10	29	21	17	34	38
Not Much	5	21	21	10	29	27	6	16	18	6	25	21	5	23	34	10	23	22	4	12	8
Not At All	3	11	36	5	12	47	3	20	48	2	5	36	2	6	25	21	16	26	18	14	4
I Don't Know	38	20	10	50	21	7	42	32	13	48	32	16	37	23	11	50	25	18	48	11	8
No Response	2	A 0 B C	8	2	A 2 B C	8	2	A 0 B C	8	2	A 0 B C	9	2	A 0 B C	11	2	A 2 C	8	3	A 4 C	9
FEMALE RESPONDENTS																					
Degree of Effect:																					
Very Much	28	14	2	12	2	3	24	14	2	23	7	5	32	14	6	5	10	8	11	17	28
Somewhat	33	45	32	27	36	20	26	26	6	19	45	23	31	55	35	12	19	31	19	24	37
Not Much	3	12	25	13	17	29	7	19	29	6	14	28	4	12	26	14	26	32	4	26	20
Not At All	2	7	29	3	14	41	3	17	51	3	0	26	1	0	23	24	14	18	16	17	12
I Don't Know	33	17	9	44	26	5	38	19	11	46	29	17	29	14	8	43	26	9	48	12	1
No Response	1	A 5 B C	3	1	A 5 B C	2	2	A 5 B C	1	3	A 5 B C	1	3	A 5 B C	2	2	5 C	2	2	A 4 C	2

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

PSYCHOLOGICAL AND SOCIAL EFFECTS OF DRUG USE PERCEIVED BY SENIOR HIGH RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS AND USERS OF MARIJUANA[1] - TABLE 38
(RESPONDENTS CLASSIFIED BY SEX AND REPORTED OWN USE OF MARIJUANA) - CONTINUED

EFFECTS OF DRUG USE:	PER CENT OF EACH TYPE OF RESPONDENT INDICATING DEGREE OF NAMED EFFECT																							
	HAPPIER FEELINGS			INCREASED AWARENESS			PLEASANT HALLUCINATIONS			DROPPING OUT OF SCHOOL			POORER GRADES			LOSS OF FRIENDS WHO ARE NOT USERS			CRIME			IMMORALITY		
TYPE OF RESPONDENT:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
										MALE RESPONDENTS														
DEGREE OF EFFECT																								
VERY MUCH	9	32	48	3	16	35	6	19	34	14	11	1	21	12	1	24	16	3	47	25	12	14	13	1
SOMEWHAT	21	43	36	8	16	25	21	39	40	33	27	7	28	36	11	29	30	18	23	39	21	22	23	16
NOT MUCH	6	4	4	5	22	21	9	11	2	12	27	41	9	18	36	10	22	34	6	11	32	9	16	27
NOT AT ALL	9	5	2	28	25	5	6	2	5	3	14	30	3	9	28	5	14	27	2	11	19	10	23	37
I DON'T KNOW	52	14	1	52	16	4	55	27	9	35	20	10	35	23	11	28	16	8	19	12	5	41	20	9
NO RESPONSE	3 A	2 B	9	4 A	5 B	10	3 A	2 B	10	3 A	1 B	11	4	2 B	13	4 A	2 B	10	3 A	2 B	11	4 A	5 B	10
		C			C			C			C			C			C			C			C	
										FEMALE RESPONDENTS														
DEGREE OF EFFECT																								
VERY MUCH	8	24	35	2	9	35	2	2	22	17	5	0	24	10	0	30	7	8	48	26	3	20	12	2
SOMEWHAT	25	40	52	10	19	39	23	50	49	38	31	15	33	31	20	32	28	22	27	41	34	26	17	15
NOT MUCH	9	19	9	9	19	15	13	17	15	12	26	42	9	21	43	10	31	32	5	14	31	7	28	32
NOT AT ALL	7	5	0	31	29	5	11	5	3	1	14	31	3	19	28	5	17	32	1	7	18	5	17	40
I DON'T KNOW	47	7	2	45	19	3	48	21	6	28	19	9	28	14	6	20	10	3	15	7	11	38	19	6
NO RESPONSE	4 A	5	2	3 A	5 B	3	3 A	5	5	4 A	5	3	3 A	5	3	3 A	7	3	4 A	5 B	3	4 A	7	5
		C			C			C			C			C			C			C			C	

[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

PSYCHOLOGICAL AND SOCIAL EFFECTS OF DRUG USE PERCEIVED BY SENIOR HIGH RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS AND USERS OF MARIJUANA - TABLE 38
(RESPONDENTS CLASSIFIED BY SEX AND REPORTED OWN USE OF MARIJUANA)[1] - CONTINUED

EFFECTS OF DRUG USE:	PER CENT OF EACH TYPE OF RESPONDENT INDICATING DEGREE OF NAMED EFFECT								
	BETTER GRADES			FRIENDS TO BECOME CLOSER			INCREASED INVOLVEMENT WITH SOCIAL PROBLEMS		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
MALE RESPONDENTS									
DEGREE OF EFFECT									
VERY MUCH	1	2	4	2	4	15	14	16	6
SOMEWHAT	2	3	9	8	30	35	12	30	28
NOT MUCH	8	25	33	14	23	14	10	21	22
NOT AT ALL	52	43	33	30	20	16	17	13	23
I DON'T KNOW	33	25	11	42	21	10	43	18	11
NO RESPONSE	4 A	2 C	10	4 A	2 C	10	4 A	2 C	10
FEMALE RESPONDENTS									
DEGREE OF EFFECT									
VERY MUCH	0	0	2	1	5	14	21	5	14
SOMEWHAT	3	2	15	10	24	35	17	36	29
NOT MUCH	13	24	35	20	26	23	9	16	29
NOT AT ALL	56	50	23	34	24	11	14	12	15
I DON'T KNOW	25	17	20	32	14	11	35	19	8
NO RESPONSE	3	7 C	5	3 A	7 C	6	4 A	12 C	5

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[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

TABLE 39

PSYCHOLOGICAL AND SOCIAL FACTORS LEADING TO DRUG USE AS PERCEIVED BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA
(RESPONDENTS CLASSIFIED BY SEX AND REPORTED OWN USE OF MARIJUANA)[1]

	PER CENT OF EACH TYPE OF RESPONDENT INDICATING DEGREE OF NAMED FACTOR																							
TYPE OF FACTOR:	DEPRESSION			PERSONAL WORRIES			DESIRE TO BE "TURNED ON"			DESIRE FOR VIVID EXPERIENCES			PARTY-GOING			BEING BORED IN SCHOOL			REBELLION AGAINST PARENTS			REBELLION AGAINST ALL AUTHORITY		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
										MALE RESPONDENTS														
DEGREE OF FACTOR																								
VERY MUCH	18	34	15	21	34	10	26	37	30	18	34	28	14	21	13	4	19	19	13	14	15	15	18	14
SOMEWHAT	33	41	35	30	38	30	33	45	35	34	37	39	33	34	29	21	32	28	38	32	30	36	34	30
NOT MUCH	6	3	17	7	7	18	8	5	8	9	12	11	15	21	27	23	27	24	12	31	27	11	21	25
NOT AT ALL	2	9	19	3	7	25	3	2	9	3	4	5	6	13	15	9	9	11	5	14	12	4	16	15
I DON'T KNOW	37	11	4	35	12	7	26	9	7	32	11	6	27	9	6	39	11	7	28	7	6	30	9	6
NO RESPONSE	4 A	2 B	10	4 A	2 B	10	4	2	11	4 A	2	11	5	2	10	4 A	2	11	4 A	2	10	4 A	2	10
		C			C			C			C			C			C			C			C	
										FEMALE RESPONDENTS														
DEGREE OF FACTOR																								
VERY MUCH	26	19	11	28	24	14	29	24	28	24	26	17	16	9	3	7	12	14	23	12	12	24	14	11
SOMEWHAT	37	33	28	39	43	31	41	40	38	37	31	39	36	36	31	25	29	26	41	38	37	38	38	28
NOT MUCH	5	22	28	6	12	26	6	12	6	8	21	20	20	24	25	23	19	23	10	21	20	8	19	24
NOT AT ALL	2	2	18	1	2	14	1	5	8	1	5	6	6	10	23	9	19	23	3	12	19	4	14	23
I DON'T KNOW	26	17	9	22	12	7	19	12	12	27	10	9	18	14	9	31	14	5	19	7	3	21	5	5
NO RESPONSE	4 A	7	6	4	7	8	4	7	8	3 A	7	9	4	7	9	5	7	9	4 A	10	9	5 A	10	9
		C			C						C			C			C			C			C	

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[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

PSYCHOLOGICAL AND SOCIAL FACTORS LEADING TO DRUG USE AS PERCEIVED BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA - TABLE 39
(RESPONDENTS CLASSIFIED BY SEX AND REPORTED OWN USE OF MARIJUANA)[1] - CONTINUED

TYPE OF FACTOR:	PER CENT OF EACH TYPE OF RESPONDENT INDICATING DEGREE OF NAMED FACTOR								
	WORRIED ABOUT WARS AND RIOTS			SEEING OTHERS USE DRUGS			PREPARING FOR EXAMS		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
				MALE RESPONDENTS					
DEGREE OF FACTOR									
VERY MUCH	6	5	13	16	25	13	3	7	9
SOMEWHAT	19	20	24	34	34	40	15	23	17
NOT MUCH	18	45	27	12	18	24	19	20	19
NOT AT ALL	18	12	18	5	7	8	22	25	34
I DON'T KNOW	35	16	8	28	14	5	37	20	10
NO RESPONSE	4 A	2	10	5	2	10	4	5	11
		C			C			C	
				FEMALE RESPONDENTS					
DEGREE OF FACTOR									
VERY MUCH	7	7	7	17	17	12	3	7	4
SOMEWHAT	21	29	34	41	31	37	17	9	20
NOT MUCH	25	19	23	12	26	23	21	19	31
NOT AT ALL	13	19	20	6	9	12	19	43	31
I DON'T KNOW	29	14	6	20	7	5	35	12	3
NO RESPONSE	5	12	11	4	10	11	5 A	10	11
		C			C			C	

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[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

TABLE 40

INFLUENCE OF TELEVISION, MAGAZINES, PAPERS AND FRIENDS UPON DRUG USE AS PERCEIVED BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(RESPONDENTS CLASSIFIED BY SEX AND REPORTED OWN USE OF MARIJUANA)[1]

INFLUENCE ON DRUG USE:	PER CENT OF EACH TYPE OF RESPONDENT ESTIMATING INFLUENCE OF NAMED TYPE														
	TELEVISION			MAGAZINES			NEWSPAPERS			UNDERGROUND PAPERS			FRIENDS		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
							MALE RESPONDENTS								
ESTIMATE OF INFLUENCE															
VERY MUCH	5	0	4	5	2	5	4	7	6	31	27	15	49	61	44
SOMEWHAT	23	34	23	23	30	25	23	23	23	39	39	30	33	32	36
NOT MUCH	24	30	27	28	32	25	27	27	29	7	22	28	7	7	8
NOT AT ALL	30	25	24	27	27	21	27	27	20	3	7	13	3	0	1
I DON'T KNOW	16	11	16	15	9	17	17	16	15	18	5	7	7	0	3
NO RESPONSE	2	0	6	2	0	7	2	0	7	2 A	0 C	7	1	0	8
							FEMALE RESPONDENTS								
ESTIMATE OF INFLUENCE															
VERY MUCH	2	10	3	3	5	3	4	5	1	33	24	11	55	60	52
SOMEWHAT	22	31	18	23	26	25	24	24	25	37	55	32	33	31	38
NOT MUCH	28	17	31	30	38	25	27	24	32	7	5	26	4	5	5
NOT AT ALL	34	29	37	30	24	37	32	36	29	2	5	21	2	0	3
I DON'T KNOW	12	9	8	13	2	7	12	7	8	20	7	8	5	0	0
NO RESPONSE	2	4	3	1	5	3	1	4	5	1	4 B C	2	1	4	2

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[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

TABLE 41

FEELINGS OF SENIOR HIGH RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS AND USERS OF MARIJUANA ABOUT DESIGNATED PEER TYPES
(RESPONDENTS CLASSIFIED BY SEX AND REPORTED OWN USE OF MARIJUANA)[1]

	PER CENT OF EACH TYPE OF RESPONDENT INDICATING AN OPINION ABOUT NAMED PEER TYPES																				
PEER TYPES:	MAKE GOOD GRADES			DO NOT TAKE DRUGS			WILL TRY ANYTHING ONCE			ARE "TURNED ON"			LONG HAIR TYPES (MALE)			CREW-CUT TYPES			MODERATES		
TYPE OF RESPONDENTS:	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS	NON-USERS	TRIED BUT QUIT	USERS
										MALE RESPONDENTS											
OPINIONS																					
ADMIRE	35	23	18	35	18	1	4	11	7	3	5	12	6	20	25	4	3	2	12	5	4
CAN TAKE OR LEAVE	34	45	44	23	32	47	34	41	36	21	47	56	33	52	43	41	32	24	45	50	37
NO OPINION	28	28	32	31	46	41	33	25	37	28	32	26	20	16	18	31	23	19	34	38	35
DISLIKE	1	4	0	4	2	0	20	16	14	32	11	0	21	5	3	12	23	27	4	5	11
DETEST	1	0	3	3	2	6	5	7	2	15	5	1	17	7	5	9	16	19	1	2	6
NO RESPONSE	1	0	3	4	0 B	5	4	0	4	1 A	0 B	5	3 A	0	6	3	2	9	4	0	7
					C						C			C			C			C	
										FEMALE RESPONDENTS											
OPINIONS																					
ADMIRE	43	36	29	50	9	1	3	5	5	1	7	20	7	24	51	4	2	2	23	24	0
CAN TAKE OR LEAVE	32	31	39	20	43	54	35	41	52	19	45	55	46	40	35	41	24	20	44	33	51
NO OPINION	23	26	29	26	36	43	37	26	26	35	26	23	14	12	11	22	12	26	27	31	41
DISLIKE	1	0	0	2	5	0	20	21	15	31	14	0	18	12	1	21	31	32	3	2	6
DETEST	0	2	0	0	0	0	3	0	0	13	3	0	13	2	2	10	19	18	1	0	2
NO RESPONSE	1	5	3	2 A	7	2	2	7	2	1 A	5 B	2	2 A	10 B	0	2 A	12	2	2	10 B	0
					C						C			C						C	

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[1] LETTERS A, B, AND C, RESPECTIVELY, INDICATE THAT THE DISTRIBUTIONS OF RESPONSES ARE STATISTICALLY SIGNIFICANT, AT THE .01 LEVEL AS FOLLOWS: THE LETTER "A" FOR STUDENTS REPORTING "NON-USE" OF MARIJUANA VS. THOSE REPORTING "TRIED IT BUT QUIT"; THE LETTER "B" FOR STUDENTS REPORTING "TRIED IT BUT QUIT" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA; AND THE LETTER "C" FOR STUDENTS REPORTING THAT THEY ARE "NON-USERS" VS. THOSE REPORTING THAT THEY ARE "USERS" OF MARIJUANA. THE TERM "SIGNIFICANT AT THE .01 LEVEL" MEANS THAT THE PROBABILITIES ARE, AT MOST, ONLY ONE OUT OF A HUNDRED THAT THE OBSERVED DIFFERENCES OCCURRED BY CHANCE, AND THAT THE DIFFERENCES MAY THEREFORE BE CONSIDERED "REAL." THE ABSENCE OF A LETTER FOR ANY OF THESE THREE PAIRS OF GROUPS INDICATES THAT, DESPITE ANY OBSERVED PERCENTAGE DIFFERENCES SHOWN ON THE TABLE, THE DISTRIBUTIONS OF RESPONSES SHOULD BE CONSIDERED SUBSTANTIALLY THE SAME.

TABLE 42

KNOWLEDGE OF TERMS ASSOCIATED WITH DRUGS OF SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS AND USERS OF MARIJUANA

(Respondents Classified By Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Selecting Each Term for Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Drug Terms																								
Joint	41	87	74	1	2	1	4	2	2	1	0	1	1	0	0	1	0	0	5	5	1	3	3	1
Mike	1	0	0	4	2	8	1	12	11	4	3	7	1	2	2	3	0	2	1	2	1	1	0	6
Cap	1	0	2	7	20	38	14	30	55	5	7	36	3	5	0	4	9	1	1	2	0	2	0	5
Hookah	2	4	5	2	0	1	1	2	0	2	4	2	1	2	2	1	5	5	2	2	8	3	2	3
Horse	1	0	1	2	2	2	1	0	0	2	9	7	4	3	2	0	0	2	1	2	2	7	18	31
Hepatitis	0	2	0	1	7	7	2	7	4	2	3	0	2	2	1	7	6	7	2	2	1	9	18	28
I Don't Know	48	7	2	76	62	30	71	45	20	78	70	38	81	75	76	78	73	66	81	82	70	69	55	15
No Response	6	A 0 C	16	7	A 5 C	13	6	A 2 C	8	6	4 B C	9	7	11	17	6	7 C	17	7	3 C	17	6	4 B C	11
										FEMALE RESPONDENTS														
Drug Terms																								
Joint	40	79	75	1	0	0	2	0	0	1	2	0	1	0	0	1	0	0	6	9	8	2	0	0
Mike	1	0	0	3	5	5	2	2	11	2	7	1	0	2	0	2	0	0	1	2	0	1	3	2
Cap	1	0	0	5	28	48	6	29	55	5	22	37	3	2	2	7	0	0	0	0	0	2	5	3
Hookah	2	0	6	1	0	0	2	0	3	1	0	0	1	0	0	0	5	0	2	0	2	2	0	0
Horse	1	2	2	1	0	6	2	5	3	0	0	3	3	0	0	0	0	0	1	0	0	8	9	43
Hepatitis	0	0	0	1	2	3	2	5	0	1	0	0	2	2	3	8	7	8	1	0	3	6	14	23
I Don't Know	50	10	0	83	55	29	78	52	14	84	62	51	85	84	83	77	76	81	84	79	78	75	57	17
No Response	5	A 9 C	17	5	A 10 C	9	6	A 7 B C	14	6	A 7 C	8	5	10	12	5	A 12	11	5	10	9	4	12 B C	12

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 43

KNOWLEDGE OF A SYNONYM FOR HEROIN OF SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Selecting Each Term					
	MALES			FEMALES		
	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
Possible Synonyms for Heroin						
Dex	1	4	0	4	2	0
Speed	16	11	3	20	17	0
Grass	2	0	0	3	2	0
Pot	6	0	0	4	0	1
Smack	13	46	71	11	33	71
Coke	4	7	1	2	2	5
Zap	2	2	2	1	10	0
I Don't Know	49	25	9	49	31	9
No Response	7	A 5 B C	14	6	A 3 B C	14

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[1] Letters A, B, And C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" or marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 44

KNOWLEDGE OF THE MEANING OF "PUSHER" OF SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)

	Per Cent of Each Type of Respondent Selecting Each Possible Meaning					
	MALES			FEMALES		
Possible Meanings of "Pusher"	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
An Eating Utensil	4	5	7	4	2	5
An Extra Dose	1	0	0	0	0	0
A Dope Salesman	88	95	79	85	88	88
Someone Who Wants to Get Ahead	2	0	4	2	3	6
I Don't Know	2	0	3	6	0	0
No Response	3	0	7	3	7	1

TABLE 45

BENEFICIAL EFFECTS OF SUNGLASSES TO USERS OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES AS PERCEIVED BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS AND USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Indicating Whether or Not Sunglasses are Beneficial for Named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONSES														
Responses																								
Yes	17	36	39	11	16	20	20	34	39	9	16	19	7	12	11	14	23	20	5	7	4	12	23	19
No	19	34	39	12	23	27	12	20	25	13	21	27	22	26	29	42	54	46	52	68	65	9	16	18
I Don't Know	63	30	17	75	61	46	66	44	31	76	61	49	70	50	55	42	23	29	41	23	24	78	61	60
No Response	1 A	0	5	2.	0	7	2	2	5	2	2	5	1	2	5	2	0	5	2	2	7	1	0	3
		C			C			C			C									C			C	
										FEMALE RESPONSES														
Responses																								
Yes	22	43	51	10	24	21	25	34	45	9	19	20	5	5	8	17	26	18	5	7	6	11	10	17
No	21	24	37	14	24	40	14	14	31	16	24	38	27	40	37	49	50	52	63	74	77	11	14	25
I Don't Know	56	29	11	74	48	37	59	45	23	73	52	37	66	50	51	33	19	28	31	14	17	77	71	57
No Response	1 A	4	1	2 A	4	2	2	7	1	2	5	5	2	5	4	1	5	2	1	5	0	1	5	1
		C			C			C			C												C	

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[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 46

BENEFICIAL EFFECTS OF VISENE TO USERS OF DRUGS, ALCOHOLIC DRINKS AND CIGARETTES AS PERCEIVED BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS OR USERS OF MARIJUANA

(Respondents Classified by Sex and Reported Own Use of Marijuana)[1]

	Per Cent of Each Type of Respondent Indicating Whether or Not Visene is Beneficial for named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Responses																								
Yes	6	9	27	3	5	6	6	9	16	4	4	6	4	4	7	12	16	27	10	12	14	4	3	11
No	10	21	25	8	11	26	10	11	24	8	12	22	14	18	20	21	25	23	28	36	36	7	11	13
I Don't Know	83	68	45	87	84	63	81	78	56	85	82	69	81	78	70	66	59	47	61	52	47	88	86	71
No Response	1	2	3	2	0	5	3	2	4	3	2	3	1	0	3	1	0	3	1	0	3	1	0	5
		C			C			C			C						C						C	
										FEMALE RESPONDENTS														
Responses																								
Yes	10	14	34	5	7	5	7	5	9	3	9	5	4	2	3	17	17	23	11	14	14	2	2	11
No	12	14	22	9	12	37	12	14	32	9	17	31	13	19	25	20	24	26	30	26	48	9	10	21
I Don't Know	77	65	43	83	74	54	79	74	56	86	67	61	82	72	71	62	52	48	58	53	37	88	81	66
No Response	1	A 7	1	3	7	4	2	7	3	2	A 7	3	1	A 7	1	1	A 7	3	1	7	1	1	A 7	2
		C			C			C			C												C	

---

[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

TABLE 47

ILL EFFECTS OF POIROTINE, A NON EXISTENT DRUG, AS PERCEIVED BY SENIOR HIGH SCHOOL RESPONDENTS REPORTING THAT THEY ARE NON-USERS, FORMER USERS AND USERS OF MARIJUANA
(RESPONDENTS CLASSIFIED BY SEX AND REPORTED OWN USE OF MARIJUANA)[1]

	Per Cent of Each Type of Respondent Indicating Whether Poirotine is more or less harmful than named Product																							
DRUGS:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES			GLUE			ALCOHOLIC DRINKS			CIGARETTES			HEROIN		
TYPE OF RESPONDENTS:	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users	Non-Users	Tried But Quit	Users
										MALE RESPONDENTS														
Responses																								
Yes	5	4	4	5	5	13	7	12	18	4	7	15	6	7	13	6	2	7	7	4	10	7	7	18
No	10	14	26	5	5	12	5	4	10	5	5	12	6	7	12	13	20	21	12	23	21	4	4	11
I Don't Know	84	79	65	87	86	69	86	80	65	89	86	70	86	79	70	80	73	67	79	70	63	88	86	65
No Response	1	3	5	3	4	6	2	4	7	2	2	3	2	7	5	1	5	5	2	3	6	1	3	6
		C			C			C			C			C						C			C	
										FEMALE RESPONDENTS														
Responses																								
Yes	6	5	11	5	3	6	7	5	8	5	3	9	5	2	8	6	2	9	6	2	11	5	3	8
No	8	7	21	5	7	8	6	4	6	5	7	6	7	5	11	14	17	12	15	17	12	4	2	5
I Don't Know	85	81	63	88	83	81	85	81	81	88	83	79	87	86	77	79	74	73	77	74	71	90	88	81
No Response	1	7	5	2	7	5	2	10	5	2	7	6	1	7	4	1	7	6	2	7	6	1	7	6
		C																						

---

[1] Letters A, B, and C, respectively, indicate that the distributions of responses are statistically significant, at the .01 level as follows: The letter "A" for students reporting "non-use" of marijuana vs. those reporting "tried it but quit"; the letter "B" for students reporting "tried it but quit" vs. those reporting that they are "users" of marijuana; and the letter "C" for students reporting that they are "non-users" vs. those reporting that they are "users" of marijuana. The term "significant at the .01 level" means that the probabilities are, at most, only one out of a hundred that the observed differences occurred by chance, and that the differences may therefore be considered "real." The absence of a letter for any of these three pairs of groups indicates that, despite any observed percentage differences shown on the table, the distributions of responses should be considered substantially the same.

SUMMARY

This volume is Part II of a report of the findings of a survey of perceptions of the teenage drug scene among a random sample of senior high school students of the Montgomery County Public Schools. Part I of the report reviewed the findings for respondents classified according to sex and grade. This present writing reports an analysis of the survey data for the respondents classified separately, for male and female students, according to their own self-report regarding their involvement with marijuana. On this basis, the students have been classified as "non-users," "trieds-but-quit" and "users." The majority of the survey respondents classified themselves as "non-users" of marijuana (515 boys and 559 girls). Only 56 boys and 42 girls classified themselves as "trieds-but-quit," and 89 boys and 65 girls classified themselves as "users."

The figures in the tables in this volume are the percentages of each of these groups who selected each answer option to each question on the survey instrument. When one compares figures in the tables, one is comparing, not numbers of individuals, but rather proportions of the groups involved.

The findings of the great mass of data in this volume spell out one major finding: the self-reported "users" of marijuana see the teenage drug scene in very different light from the "non-users," and the "trieds-but-quit" think far more like the "users" than like the "non-users." The "users" see widespread use of marijuana among their closest friends and estimate higher percentages of users and experimenters with drugs of all types among the teenage population then do the "non-users." There is strong support within the self-reported "user" group for a position which claims that drug use is not harmful, that there should be no penalties against use of most drugs, that penalties against drugs should be more lenient, that the "turned on" student is to be emulated, that drug users do not need any help, and that many people will use drugs all their lives. In opposition to this position is the feeling of the "non-users," whose far more conservative point of view parallels the general findings reported in Part I of this survey report. The "trieds-but-quit," however, stand as a back-up group to the "users" in most of their opinions, disagreeing with the "non-users" far more frequently than with the "users."

Of particular interest is the finding that among the "trieds-but-quit," as well as among the "users" future use of marijuana and other drugs is considered a strong possibility by many respondents; and, even among the "non-users" the possibility of future use of drugs is also often expressed.

The influences for drug use among teenagers are complex, involving friendship patterns and example by others. The data reviewed in this volume reflect the complexity of the problem of helping all young people to respond with calculated wisdom to today's drug scene.

APPENDIX A
Cross Index of Tables Between Parts I and II of This Survey Report

Cross Index of Tables Between Parts I and II of This Survey Report

PART I	PART II
Table 1	Table 2
Table 2	Table 1
Table 3	Table 17
Table 4	Table 18
Table 5	None
Table 6	None
Table 7	Table 19
Table 8	None
Table 9	None
Table 10	Tables 21, 22
Table 11	Tables 21, 22
Table 12	Tables 21, 22
Table 13	Tables 21, 22
Table 14	Tables 21, 22
Table 15	Tables 21, 22
Table 16	Tables 21, 22
Table 17	Tables 21, 22
Table 18	Tables 21, 22
Table 19	Tables 21, 22
Table 20	Tables 21, 22
Table 21	Tables 21, 22
Table 22	Table 23
Table 23	Table 23
Table 24	None
Table 25	Table 24
Table 26	Table 25
Table 27	Table 26
Table 28	Table 27
Table 29	Table 27
Table 30	Table 28
Table 31	Table 29
Table 32	Table 30
Table 33	Table 31
Table 34	Table 32
Table 35	Table 33
Table 36	Table 33
Table 37	Table 33
Table 38	Table 34
Table 39	Table 35
Table 40	Table 36
Table 41	Table 37
Table 42	Table 16
Table 43	Table 38
Table 44	Table 39
Table 45	Table 40
Table 46	Table 41
Table 47	Table 42

N-X

A Survey of Secondary School Students' Perceptions of and Attitudes Toward Use of Drugs by Teenagers

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ROCKVILLE, MARYLAND
JANUARY 26, 1970

PART III.

ASSESSING *CLIMATE FOR DRUGS* AMONG TEENAGERS

CG 006 151

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TABLE OF CONTENTS

Page

SECTION I - INTRODUCTION 1

Comparison Studies 1

The Present Study: "Climate for Drugs" 1

The Basis for Among-School Comparison of "Climate for Drugs" . . 1

Selection of Items for Estimating Climate for Drugs 2

Four Major Criteria for Selecting Items for Examination as Possible Indicators of "Climate for Drugs" 2

The Nature of the "High Climate Option" 7

The Content of the Tables and The Figures in This Volume 8

SECTION II - EVALUATION OF SELECTED ITEMS AS INDICATORS OF "CLIMATE FOR DRUGS" 10

Preface: Respondents' Perceptions of Their Own Academic Status and College Plans 10

Description of the Selected Items 12

Estimates of Experimentation with and Use of Amphetamines among One's Closest Friends 12

Estimates of Experimentation with and Use of Drugs among 100 Acquaintances as Indicators of "Climate for Drugs" 16

Estimates of 100 Acquaintances Use of Drugs as Indicators of "Climate for Drugs" 22

Estimates of Drug Use and Experimentation among the "1,000 Students in Your School" as Indicators of Climate for Drugs 26

Recapitulation: Assessing "Climate for Drugs" from Different Estimates of Peers' Use of and Experimentation with Drugs 34

Perceptions of Trends in Teenage Experimentation with Marijuana . 36

Likelihood of Future Use of Marijuana and LSD 40

Basis of Information about Marijuana 44

Perceptions of Dangers of Experimentation With and Using Marijuana 48

Attitudes toward Need to Change the Law Regarding Use of Drugs . 56

Type of Help Needed by Users of Marijuana and LSD as Perceived by Respondents in Twelve Senior High Schools 60

TABLE OF CONTENTS (continued)

Page

Estimates of Relationship between Drug Use and Seven Possible Effects of Use 64

SECTION III - THE DEVELOPMENT OF PROFILES FOR ASSESSING "CLIMATE FOR DRUGS" 88

SECTION IV - SUMMARY 98

LISTING OF TABLES

TABLE		PAGE
1 A	Intention of Going to College of Respondents of Six Senior High Schools	10
1 B	Evaluation of their Academic Standing Made by Respondents in Six Senior High Schools	10
2 A	Intention of Going to College of Respondents in Six Junior High Schools	11
2 B	Evaluation of their Academic Standing Made by Respondents in Six Junior High Schools	11
3	Estimates Made by Respondents in Twelve Secondary Schools of Experimentation with Amphetamines by their "20 Best Friends"	13
4	Estimates Made by Respondents in Twelve Secondary Schools of Experimentation with Drugs by "100 Acquaintances Known by Name"	17
5	Estimates Made by Respondents in Twelve Secondary Schools of Use of Drugs by "100 Acquaintances Known by Name"	23
6	Estimates Made by Respondents in Twelve Secondary Schools of Experimentation with Drugs by "1,000 Students in my School"	27
7	Estimates Made by Respondents in Twelve Secondary Schools of Use of Drugs by "1,000 Students in my School"	31
8	Perception of Trend in Experimentation with Marijuana by Respondents in Twelve Secondary Schools	37
9	Likelihood of their Using Marijuana and LSD as Perceived by Respondents in Twelve Secondary Schools	41
10	Source of Information about Marijuana as Reported by Respondents in Twelve Secondary Schools	45
11	Degree of Danger Associated with Experimentation with Marijuana as Perceived by Respondents in Twelve Secondary Schools	49
12	Degree of Danger Associated with Regular Use of Marijuana as Perceived by Respondents in Twelve Secondary Schools	53
13	Feelings of Respondents in Twelve Secondary Schools about the Need to Change the Law Regarding the Use of Marijuana and Amphetamines	57
14	Type of Help Needed by Users of Marijuana and LSD as Perceived by Respondents in Twelve Secondary Schools	61
15	Extent to Which Use of Drugs Causes Increased Awareness as Perceived by Respondents in Twelve Secondary Schools	66

TABLE PAGE

16 Extent to Which Use of Drugs Causes Pleasant Hallucinations as Perceived by Respondents in Twelve Secondary Schools 67

17 Extent to Which Use of Drugs Causes Dropping Out of School as Perceived by Respondents in Twelve Secondary Schools 68

18 Extent to Which Use of Drugs Causes Poorer Grades as Perceived by Respondents in Twelve Secondary Schools 69

19 Extent to Which Use of Drugs Causes Loss of Friends Who are Non-Users as Perceived by Respondents in Twelve Secondary Schools 70

20 Extent to Which Use of Drugs Causes Crime as Perceived by Respondents in Twelve Secondary Schools 71

21 Extent to Which Use of Drugs Causes Immorality as Perceived by Respondents in Twelve Secondary Schools 72

22 Summary of Data Provided by 34 Questions that Demonstrated Usefulness for Assessing Differences in Climate for Drugs Among Teenage Groups 92-95

FIGURE LISTING OF FIGURES PAGE

1 Per Cent of Respondents in Six Senior High Schools Selecting High Climate Options to the Question, "Among the 20 teenagers you know best, how many do you think ever experimented with amphetamines?" 14

2 Per Cent of Respondents in Six Junior High Schools Selecting High Climate Options to the Question, "Among the 20 teenagers you know best, how many do you think ever experimented with amphetamines?"... 15

3 Per Cent of Respondents in Six Senior High Schools Selecting High Climate Options to the Questions, "Among the 100 fellow students whose names you may know, about how many do you think ever experimented with: 1. Marijuana, 2. Amphetamines, 3. LSD, 4. Barbiturates?"... 20

4 Per Cent of Respondents in Six Junior High Schools Selecting High Climate Options to the Questions, "Among the 100 fellow students whose names you may know, about how many do you think ever experimented with: 1. Marijuana, 2. Amphetamines, 3. LSD, 4. Barbiturates?".. 21

5 Per Cent of Respondents in Six Senior High Schools Selecting High Climate Options to the Questions, "Among the 100 fellow students whose names you may know, about how many do you think are regular users of: 1. Marijuana, 2. Amphetamines, 3. LSD, 4. Barbiturates?"... 24

6 Per Cent of Respondents in Six Junior High Schools Selecting High Climate Options to the Questions, "Among the 100 fellow students whose names you may know, about how many do you think are regular users of: 1. Marijuana, 2. Amphetamines, 3. LSD, 4. Barbiturates?"... 25

7 Per Cent of Respondents in Six Senior High Schools Selecting High Climate Options to the Questions, "Assuming there are approximately 1,000 students in your school, what per cent do you think have ever experimented with: 1. Marijuana, 2. Amphetamines, 3. LSD, 4. Barbiturates?"........................ 28

8 Per Cent of Respondents in Six Junior High Schools Selecting High Climate Options to the Questions, "Assuming there are approximately 1,000 students in your school, what per cent do you think have ever experimented with: 1. Marijuana, 2. Amphetamines, 3. LSD, 4. Barbiturates?"....................... 29

9 Per Cent of Respondents in Six Senior High Schools Selecting High Climate Options to the Questions, "Assuming there are approximately 1,000 students in your school, what per cent do you think are regular users of: 1. Marijuana, 2. Amphetamines, 3. LSD, 4. Barbiturates?".. 32

10 Per Cent of Respondents in Six Junior High Schools Selecting High Climate Options to the Questions, "Assuming there are approximately 1,000 students in your school, what per cent do you think are regular users of: 1. Marijuana, 2. Amphetamines, 3. LSD, 4. Barbiturates?".. 33

FIGURE PAGE

11 Per Cent of Respondents in Six Senior High Schools Selecting the High Climate Option to the Question, "Do you feel that the per cent of teenagers who are occasional experimenters with Marijuana is increasing, decreasing or staying about the same?".. 38

12 Per Cent of Respondents in Six Junior High Schools Selecting the High Climate Option to the Question, "Do you feel that the per cent of teenagers who are occasional experimenters with Marijuana is increasing, decreasing or staying about the same?".. 39

13 Per Cent of Respondents in Six Senior High Schools Selecting the High Climate Options to the Questions, "How likely are you in the future to try out or use: 1. Marijuana, 2. LSD?"......... 42

14 Per Cent of Respondents in Six Junior High Schools Selecting the High Climate Options to the Questions, "How likely are you in the future to try out or use: 1. Marijuana, 2. LSD?"......... 43

15 Per Cent of Respondents in Six Senior High Schools Selecting the High Climate Options to the Question, "What was the basis of the answers that you have given in this questionnaire so far regarding Marijuana?"... 46

16 Per Cent of Respondents in Six Junior High Schools Selecting the High Climate Options to the Question, "What was the basis of the answers that you have given in this questionnaire so far regarding Marijuana?"... 47

17 Per Cent of Respondents in Six Senior High Schools Selecting the High Climate Options to the Question, "What degree of danger do you feel is connected with experimenting with Marijuana?"..... 50

18 Per Cent of Respondents in Six Junior High Schools Selecting the High Climate Options to the Question, "What degree of danger do you feel is connected with experimenting with Marijuana?"..... 51

19 Per Cent of Respondents in Six Senior High Schools Selecting the High Climate Options to the Question, "What degree of danger do you feel is connected with regular use of Marijuana?"......... 54

20 Per Cent of Respondents in Six Junior High Schools Selecting the High Climate Options to the Question, "What degree of danger do you feel is connected with regular use of Marijuana?"......... 55

21 Per Cent of Respondents in Six Senior High Schools Selecting the High Climate Option to the Questions, "Do you feel there is a need to change the law regarding use of: 1. Marijuana, 2. Amphetamines?"... 58

22 Per Cent of Respondents in Six Junior High Schools Selecting the High Climate Option to the Questions, "Do you feel there is a need to change the law regarding use of: 1. Marijuana, 2. Amphetamines?"... 59

FIGURE PAGE

23 Per Cent of Respondents in Six Senior High Schools Selecting the High Climate Option to the Questions, "What kind of help do you think teenagers need who use: 1, Marijuana, 2. LSD?"... 62

24 Per Cent of Respondents in Six Junior High Schools Selecting the High Climate Option to the Questions, "What kind of help do you think teenagers need who use: 1. Marijuana, 2. LSD?"... 63

25 Per Cent of Respondents in Six Senior High Schools Selecting High Climate Options to the Question, "Do drugs cause increased awareness?".. 74

26 Per Cent of Respondents in Six Junior High Schools Selecting High Climate Options to the Question, "Do drugs cause increased awareness?".. 75

27 Per Cent of Respondents in Six Senior High Schools Selecting High Climate Options to the Question, "Do drugs cause pleasant hallucinations?".. 76

28 Per Cent of Respondents in Six Junior High Schools Selecting High Climate Options to the Question, "Do drugs cause pleasant hallucinations?".. 77

29 Per Cent of Respondents in Six Senior High Schools Selecting High Climate Options to the Question, "Does use of drugs cause dropping out of school?"................................ 78

30 Per Cent of Respondents in Six Junior High Schools Selecting High Climate Options to the Question, "Does use of drugs cause dropping out of school?"................................ 79

31 Per Cent of Respondents in Six Senior High Schools Selecting High Climate Options to the Question, "Does use of drugs cause poorer grades?".. 80

32 Per Cent of Respondents in Six Junior High Schools Selecting High Climate Options to the Question, "Does use of drugs cause poorer rades?".. 81

33 Per Cent of Respondents in Six Senior High Schools Selecting High Climate Options to the Question, "Does use of drugs cause loss of friends who are not users?"........................ 82

34 Per Cent of Respondents in Six Junior High Schools Selecting High Climate Options to the Question, "Does use of drugs cause loss of friends who are not users?"........................ 83

35 Per Cent of Respondents in Six Senior High Schools Selecting the High Climate Options to the Question, "Does use of drugs cause crime?".. 84

36 Per Cent of Respondents in Six Junior High Schools Selecting the High Climate Options to the Question, "Does use of drugs cause crime?".. 85

FIGURE PAGE

37 Per Cent of Respondents in Six Senior High Schools Selecting High Climate Options to the Question, "Does use of drugs cause immorality?".. 86

38 Per Cent of Respondents in Six Junior High Schools Selecting High Climate Options to the Question, "Does use of drugs cause immorality?".. 87

SECTION I

INTRODUCTION

This is the third of three companion reports on a survey of secondary students' perceptions of the teenage drug scene, conducted in October 1969 in Grades 7-12 in the Montgomery County Public Schools.

Comparison Studies

Parts I and II of the survey report summarize the responses of a five per cent sample of students drawn to represent the population of students in the junior and the senior high schools, county-wide. Based upon these data, Part I of the report presents the general findings of the survey regarding students' reputed own use of drugs, cigarettes and alcohol and regarding their perceptions of and attitudes toward teenage use of and experimentation with drugs. Also based upon the data provided by this five per cent sample of students, Part II reports the differences in reactions to each of the items on the questionnaire for the respondents classified by their own self-report as users, former users or non-users of marijuana.

The Present Study: "Climate for Drugs"

This present writing, Part III of the survey report, examines the usefulness of the survey data for describing differences in "climate for drugs" which may exist among the teenagers attending one school as compared with the teenagers attending another school. The term climate for drugs refers to the concepts of active interest in drugs and apparent social acceptance of drugs among groups of teenage members of the community.

In this survey, the respondents were approached through the schools; so the findings are necessarily reported by school. Technically, the respondents are thus being classified only by school in which enrolled. It would,of course, have been more desirable to be able to classify the respondents according to many other socio-personal background variables than school of attendance alone, since the factors facilitating or inhibiting drug use cover a wide spectrum of personal and social conditions and experiences. For this reason, the findings reported here cannot, in themselves, provide answers to questions about the causes for any differences here disclosed in "climate for drugs" from one group of teenagers whose neighborhood is served by one school, as compared to the climate for drugs within another group whose neighborhood is served by another school.

The data here reported are useful at the descriptive level, and leave the consideration of causality for subsequent in-depth study and research, outside as well as inside the school.

The Basis for Among-School Comparison of "Climate for Drugs"

The data reported in Part I of this survey provide a measure of the climate for drugs among the teenage population in the community at large.

Part I reviews the composite of perceptions of a sample of adolescents and young adults regarding the extent of drug use and experimentation with drugs among their peers, of trends in the use of drugs, of the dangers of drug use, the likelihood of use over time, the psychological and social reasons for and effects of drug use, legal considerations relevant to drug use, and receptivity for instruction and guidance regarding drug use. In the aggregate, the respondents' opinions on these issues constitute a measure of the climate for drugs among the residents of junior and senior high school age in Montgomery County.

The most obvious and the most defensible procedure for assessing the climate for drugs among the teenagers living in any one neighborhood and enrolled in any one school serving that neighborhood is to compare their responses on the survey questionnaire with the responses of the county-wide five per cent sample of students, that is, to the data reviewed in Part I of this survey report.

The questionnaire used in the survey was constructed to provide baseline data on a wide variety of issues and topics relevant to adolescents' and young adults' use of and experimentation with drugs. Because of its wide-ranging content and concomitant variation in item format, it does not yield any type of composite data that may be conveniently used as a single "score" of climate for drugs. Hence, any effort to estimate the difference in climate for drugs within any one group of students and the county-wide climate requires an examination of differences in reaction to specific items on the questionnaire.

Since this would be a task of considerable proportions, the purpose of the present writing is to examine a selection of items which appear to hold greatest promise for reflecting climate for drugs within specified groups of young people to whom the survey instrument is administered.

Selection of Items for Estimating Climate for Drugs

In making the selection of these items, the information reviewed in Part II of this survey report is useful. It will be recalled that in Part II the respondents were classified as non-users of marijuana, former users of marijuana and users of marijuana -- according to the respondent's own self-report. Part II reports that, for many of the survey questions involving perceptions, attitudes and opinions, the "non-users" and the "users" differed significantly from one another in their responses. It was decided that any estimate of climate for drugs should include only items on perception, attitude and opinion that proved to be sensitive to differences in opinions of self-designated non-users as compared with self-designated users.

Four Major Criteria for Selecting Items for Examination as Possible Indicators of "Climate for Drugs"

Actually, four criteria were used in the process of identifying those questions which are useful for comparing the "climate for drugs" among differing groups.

1. First, there was the requirement, just noted, that each question had to demonstrate that it differentiated between the self-reported users vs. non-users.

2. Second, each question had to differentiate among schools.

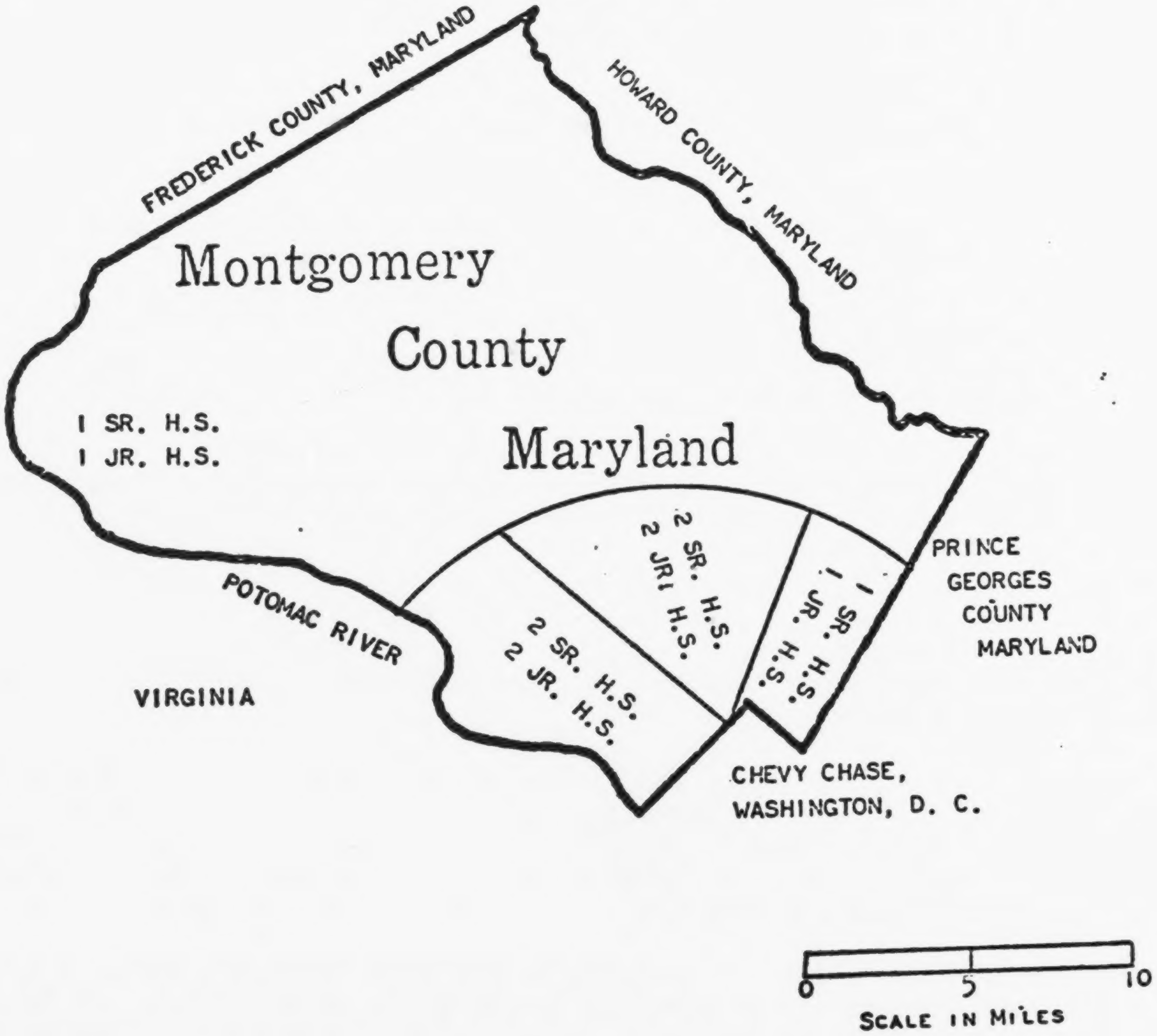
   The data considered in this present writing were secured from six junior high schools and from six senior high schools. The group of respondents in each of these schools reacted to each survey question, and differing percentages of the group of respondents selected each of the answer options to a given question. An item could, in terms of test construction, be considered a good discriminator (differentiator) only if the observed differences in responses to it from school to school were, in the present study, statistically significant. The test used was, as in Part II, the chi-square test of differences in proportions; and the .01 level of significance was used in this volume, as it was in Part II of this survey report.

   Thus, two tests of item discriminability were used to determine whether any given question on the survey instrument could differentiate "climates for drugs" among the schools used in this present study: (1) it had to yield significantly different reactions from self-reported users and non-users of marijuana, and (2) it had to elicit significantly different responses among the six junior high schools and among the six senior high schools used in this present item analysis.

3. Third, the item, in order to be considered generally applicable to the assessment of climate for drugs, had to differentiate both among the six junior high schools and among the six senior high schools. It was reasoned that any configuration of items selected as measures of climate for drugs should be applicable from Grade 7 through Grade 12 in order to give fullest meaning to comparisons of climate for drugs not only within schools at the junior high level but also within schools of the senior high level. The utility of this approach is demonstrated in the illustrative comparisons between the climate for drugs "profiles" reported elsewhere in this volume.

   In each of the twelve schools for which data are here analyzed, a sample of 120 students was drawn randomly, as described in Part I of this survey report. These 120 students were divided equally among the three grades in each school, and an equal number of boys and of girls were selected in each grade. These students in these twelve schools had answered the survey questionnaire in October 1969.

   The responses of these groups of students in different schools were used to test whether the items chosen for examination on the basis of the "user" vs. "non-user" data would serve to discriminate among schools. For this test as to whether the items differentiated among schools, a sample of six junior high schools and a sample of six senior high schools were randomly selected from four arbitrarily designated geographical sections of Montgomery County. As diagramed below, the densely populated lower (south) section of the county was divided into three sections, each a rough pie-shaped wedge extending northward about 10 miles from the Nation's Capitol. The fourth division included a vastly larger territory extending northward and westward into what is usually called the "upper county." In each of these four sections there was approximately the same number of junior and senior high schools. One junior and one senior high school were selected from the north and the east sections and two junior and two senior high schools were selected from the west and the central sections. The reason for drawing the sample of schools in this fashion was to avoid any possibility of a selection of schools that did not spread rather evenly through the county.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1 JR. H.S.
2 SR. H.S.
2 JR. H.S.
1 SR. H.S.
1 JR. H.S.
2 SR. H.S.
2 JR. H.S.
PRINCE GEORGES COUNTY MARYLAND
POTOMAC RIVER
VIRGINIA
CHEVY CHASE, WASHINGTON, D. C.
0
5
10
SCALE IN MILES

Thirty-four (34) questions yielded statistically significant chi-squares in both the junior and the senior high school levels. The performance of the samples of students in the twelve schools are reviewed in Section II of this volume, which specifies how the several schools responded to each item and shows, in both tabular and bar-graph form, how the student groups differed from one another in each item.

4. Fourth, an attempt was made to include in the selection of questions for measuring differences in climate for drugs, items representative of all the categories of questions on perceptions, attitudes and opinions in the survey instrument.

These items fell into the following seven categories:

1. Respondents' estimates of both use of and experimentation with these products by their "20 best friends," the "100 acquaintances the respondent knew by name," and the "1,000 students in the respondents' school."

2. The respondents' perceptions of trends in the use of drugs, and of the likelihood of future use of drugs by respondents.

3. The respondents' source of information about drugs.

4. The respondents' perceptions of dangers of use of drugs, and of the habit-forming qualities of drugs.

5. Legal considerations, such as penalty for possession of drugs and the issue of making laws on drugs stricter or less strict.

6. The respondents' perceptions of help needed by teenagers who use drugs.

7. A set of questions on "life style," asking the respondent how he feels about people who take drugs, and his perceptions of the psychological and social reasons for, and the results, of drug use.

Of the items examined and retained, there were 17 in Category 1 above; three in Category 2; one in Category 3; two in Category 4; two in Category 5; two in Category 6; and seven in Category 7 -- totally 34 in all.

They are as follows:

1. Among the 20 teenagers you know best, how many do you think have ever experimented with amphetamines?

2. Among the 100 fellow students whose names you may know, about how many do you think have ever experimented with marijuana?

3. Among the 100 fellow students whose names you may know, about how many do you think have ever experimented with amphetamines?

4. Among the 100 fellow students whose names you may know, about how many do you think have ever experimented with LSD?

5. Among the 100 fellow students whose names you may know, about how many do you think have ever experimented with barbiturates?

6. Among the 100 fellow students whose names you may know, about how many do you think are regular users of marijuana?

7. Among the 100 fellow students whose names you may know, about how many do you think are regular users of amphetamines?

8. Among the 100 fellow students whose names you may know, about how many do you think are regular users of LSD?

9. Among the 100 fellow students whose names you may know, about how many do you think are regular users of barbiturates?

10. Assuming there are approximately 1,000 students in your school, what per cent do you think have ever experimented with marijuana?

11. Assuming there are approximately 1,000 students in your school, what per cent do you think have ever experimented with amphetamines?

12. Assuming there are approximately 1,000 students in your school, what per cent do you think have ever experimented with LSD?

13. Assuming there are approximately 1,000 students in your school, what per cent do you think have ever experimented with barbiturates?

14. Assuming there are approximately 1,000 students in your school, what per cent do you think are regular users of marijuana?

15. Assuming there are approximately 1,000 students in your school, what per cent do you think are regular users of amphetamines?

16. Assuming there are approximately 1,000 students in your school, what per cent do you think are regular users of LSD?

17. Assuming there are approximately 1,000 students in your school, what per cent do you think are regular users of barbiturates?

18. Do you feel that the per cent of teenagers who are occasional experimenters with marijuana is increasing, decreasing or staying about the same?

19. How likely are you in the future to tryout or use marijuana?

20. How likely are you in the future to tryout or use LSD?

21. What was the basis of the answers that you have given in this questionnaire so far regarding marijuana?

22. What degree of danger do you feel is connected with experimenting with marijuana?

23. What degree of danger do you feel is connected with regular use of marijuana?

24. Do you feel that there is a need to change the law regarding use of marijuana?

25. Do you feel that there is a need to change the law regarding use of amphetamines?

26. What kind of help do you think teenagers need who use marijuana?

27. What kind of help do you think teenagers need who use LSD?

28. Do drugs cause increased awareness?

29. Do drugs cause pleasant hallucinations?

30. Does use of drugs cause dropping out?

31. Does use of drugs cause poorer grades?

32. Does use of drugs cause loss of friends who are not users?

33. Does use of drugs cause crime?

34. Does use of drugs cause immorality?

The Nature of the "High Climate Option"

For each of the 34 items found to discriminate among schools, "high climate option or options" were identified. The "high climate option," as used in this writing, is an answer choice which, if selected by a respondent, indicates his receptivity for, interest in, or vulnerability to drugs. For example, assume that the respondents are asked the following question and are given the three answer choices or options, indicated:

DO YOU FEEL THAT THERE SHOULD BE A LEGAL PENALTY FOR POSSESSION OF MARIJUANA?

YES ( )
NO ( )
I DON'T KNOW ( )

For this item, the "no" option must be considered the option that reflects receptivity for drug use on the part of the respondent. Between any two groups of respondents, that group in which the greater proportion votes "no" to this option is thus considered, as regards this term, to be providing evidence of the great receptivity for drugs. Extending this notion, it would follow that a respondent group that consistently selects, in greater proportion than other groups, the "high climate options" of this sort on a number of questions has the higher relative general climate for drugs.

The Content of the Tables and The Figures in This Volume

One set of tables in this volume reports the responses of the students in the sample of six junior high schools and the sample of six senior high schools to all of the options to each of the 34 questions that were found to: (1) evoke significantly different responses from the "users" vs. the "non-users" of marijuana, (2) evoke significantly different responses among the six junior and the six senior high schools, and (3) were useful in both the junior and the senior high school for assessing differences in climate for drugs among different groups of teenage respondents.

Tabular data within the text in Section II presents the information on choice of "high climate options" for the sample schools here considered and for the county-wide sample of students, thus providing county-wide "baseline" data for use in making comparisons, as well as facilitating comparison among schools.

The Figures present graphically, the differences among schools, and for the county-wide sample, in the per cent of respondents selecting the "high climate option" to each of the 34 questions. On the figures, the different schools are identified by capital letters. The per cent of respondents in each school selecting the "high climate option" to any question (as for example a question involving marijuana) is indicated by a bar graph. The response of the county-wide sample to this same option is indicated by an arrow pointing to the per cent of that sample who selected the option. Some Figures graph "high climate" data for four questions. The drug involved in each question is coded by a capital letter (M for marijuana; A for amphetamines; L for LSD; and B for barbiturates). The same letters are juxtaposed to the arrows used for indicating county-wide response regarding each of these drugs.

Section III provides an illustrative set of "climate for drug profiles," for county and for schools, based upon the data reviewed in the material that follows.

SECTION II

EVALUATION OF SELECTED ITEMS AS INDICATORS OF "CLIMATE FOR DRUGS"

Preface: Respondents' Perceptions of Their Own Academic Status and College Plans

In both Part I and Part II of this survey report, the first two tables describe the respondents in terms of their self-estimates of their academic status and in terms of their expectations about college careers. This pattern is followed in this present volume, too.

Table 1 reports on these two questions for the senior high students; Table 2, for the junior high students.

TABLE 1

A. INTENTION OF GOING TO COLLEGE OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS

Options	Per Cent of Respondents Selecting Options Indicated					
	A	B	C	D	E	F
Yes	76	85	87	87	71	73
No	18	6	3	6	17	13
I Don't Know	6	6	9	7	10	11
No Response	0	3	1	0	2	3

B. EVALUATION OF THEIR ACADEMIC STANDING MADE BY RESPONDENTS IN SIX SENIOR HIGH SCHOOLS

Options	Per Cent of Respondents Selecting Options Indicated					
	A	B	C	D	E	F
Above Average	44	50	55	55	39	43
Average	49	37	34	39	51	43
Below Average	6	7	8	3	6	8
No Response	1	6	3	3	4	6

As Table 1 indicates, the respondents in senior high Schools A, E and F differed from those in Schools B, C and D in terms of college plans. These differences are significant* and attributable to the greater numbers of students in School A, E, and F than in senior high Schools B, C and D who responded definitely that they are not planning to go to college. The observed differences in self-rating as to academic standing are not significant among the six respondent senior high school groups.

TABLE 2

A. INTENTION OF GOING TO COLLEGE OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS

Options	Per Cent of Respondents Selecting Options Indicated					
	G	H	I	J	K	L
Yes	84	88	85	82	85	84
No	10	6	10	10	4	6
I Don't Know	4	4	3	6	8	4
No Response	2	2	2	2	3	6

B. EVALUATION OF THEIR ACADEMIC STANDING MADE BY RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS

Options	Per Cent of Respondents Selecting Options Indicated					
	G	H	I	J	K	L
Above Average	48	63	42	42	52	44
Average	44	29	49	47	38	39
Below Average	4	3	5	5	6	7
No Response	4	5	4	6	4	10

Table 2 indicates that the respondents in all six junior high schools had uniformly high hopes for going to college. The six groups of students do not differ in this regard, or in their estimates of their own academic standing. The observed differences on these two tables are not significant.

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*Throughout this volume, any among-school comparison noted as being significant is statistically significant at the .01 level. This means that the chances are not more than one out of 100 that the observed among-school differences appeared by chance.

Description of the Selection Items

The remainder of this section describes the 34 items listed on Pages 5, 6, and 7 above.

Estimates of Experimentation with and Use of Amphetamines among One's Closest Friends

The question covered in Table 3 is: Among your 20 best friends how many are experimenting with amphetamines? The students were given the options of checking any number from 0 through 20. It was assumed that any choice other than 0 or 1 indicated a perception of relatively high rates of experimentation with this drug among one's closest friends (i.e., an estimate that ten per cent or more were experimenting). For this reason the option "2-20"* is starred, indicating that this is the "high climate option" for this question.

Table 3 indicates that 34 per cent of the county sample in the senior high schools selected the "high climate option" regarding experimentation with amphetamines and that the range among the six senior high schools was from 26 per cent to 50 per cent, a spread of eight per cent below to 16 per cent above the county "standard." For the junior high schools the county "standard" was 14 per cent choosing the "high climate options," with the choices among the six schools ranging from a low of six per cent to a high of 31 per cent. It is clear that there is considerable range in perceptions from school to school regarding the extent of experimentation with amphetamines among one's "20 best friends."

On Figure 1, the foregoing data about perceptions of experimentation with amphetamines are presented graphically for the six senior high schools. This figure makes readily apparent any tendency for the respondents in a given school to perceive the extent of experimentation with drugs among their closest friends at a higher or at a lower level than it was perceived by the baseline county-wide sample of students. For example, it will be noted on Figure 1 School B and C were consistently above the county "standard" and that Schools A, D,and E were not dramatically different from the overall picture for the county; and that School F ranked lowest on this measure.

For the junior high schools, Figure 2 indicates, similarly, that the respondents in Schools G, H, and L exceed the county "standard," that School I equalled that standard, and that Schools J and K fell below it in this measure.

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*The questionnaire provided answer spaces for each option from 2 through 20. These 10 options are combined on Tables 3 and 4 into the single option "2-20."

TABLE 3

ESTIMATES MADE BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS OF EXPERIMENTATION WITH AMPHETAMINES BY THEIR "20 BEST FRIENDS"

(Respondents Classified by School and School Level)

Per Cent of Respondents in Each School Estimating Indicated Extent of Experimentation

Senior High
AMPHETAMINES

Schools:	A	B	C	D	E	F	M/C*
Number of Students							
0	56	41	47	55	59	65	56
1	8	7	8	12	6	7	7
2-20**	34	50	45	29	31	26	34
No Response	2	2	0	4	4	2	3

Junior High
AMPHETAMINES

School:	G	H	I	J	K	L	M/C*
Number of Students							
0	74	63	77	80	89	61	76
1	5	4	4	3	2	7	5
2-20**	18	31	14	11	6	27	14
No Response	3	2	5	6	3	5	5

*This column reports the data for the county-wide sample of students, and can be used as a baseline against which to compare the data for the schools.

**This double-starred choice of answers is considered the "high-climate option" and is the option reflected in the graphic figures accompanying this table.

FIGURE I

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING HIGH CLIMATE OPTIONS TO THE QUESTION, "AMONG THE 20 TEENAGERS YOU KNOW BEST, HOW MANY DO YOU THINK HAVE EVER EXPERIMENTED WITH AMPHETAMINES?"

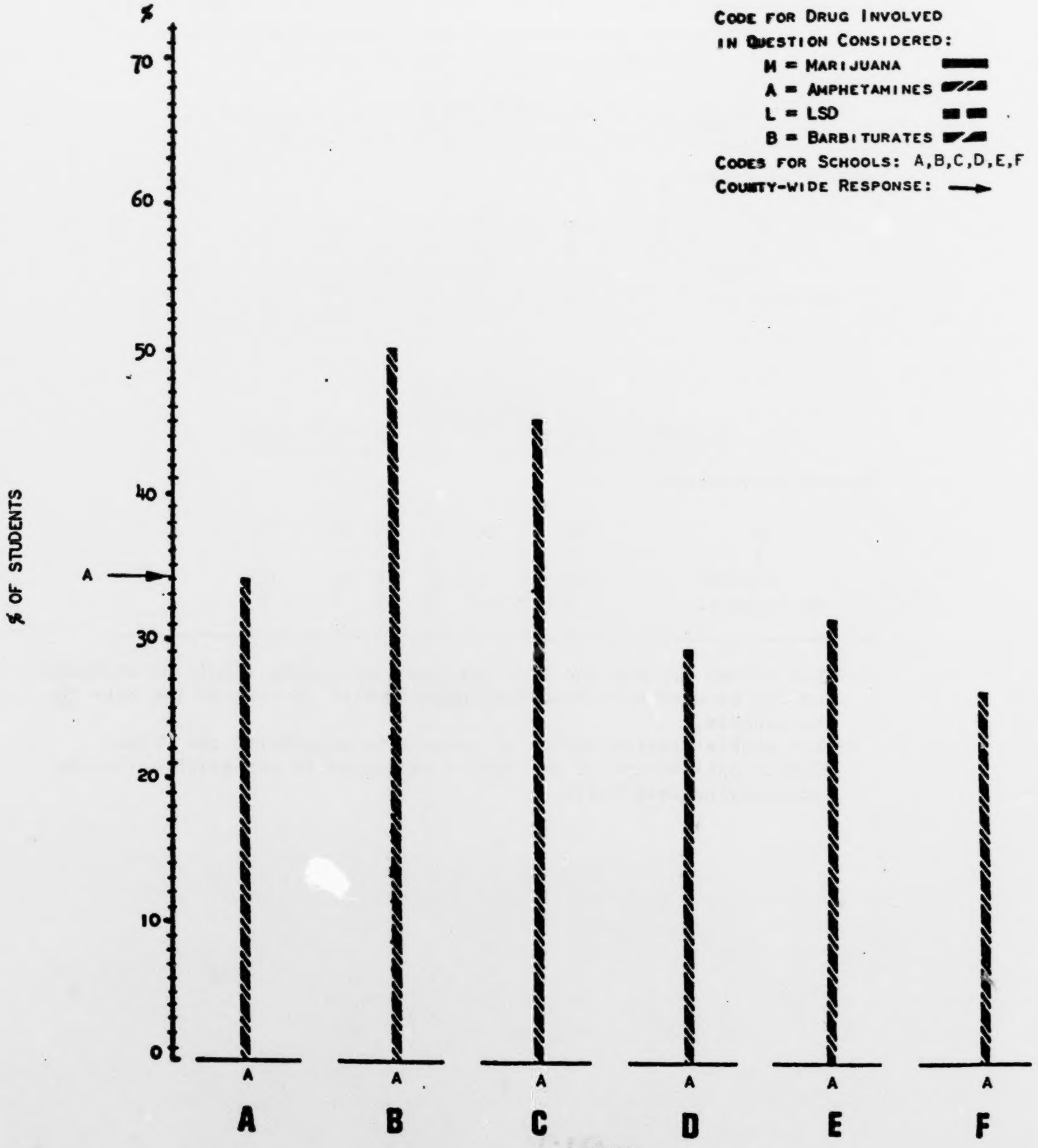
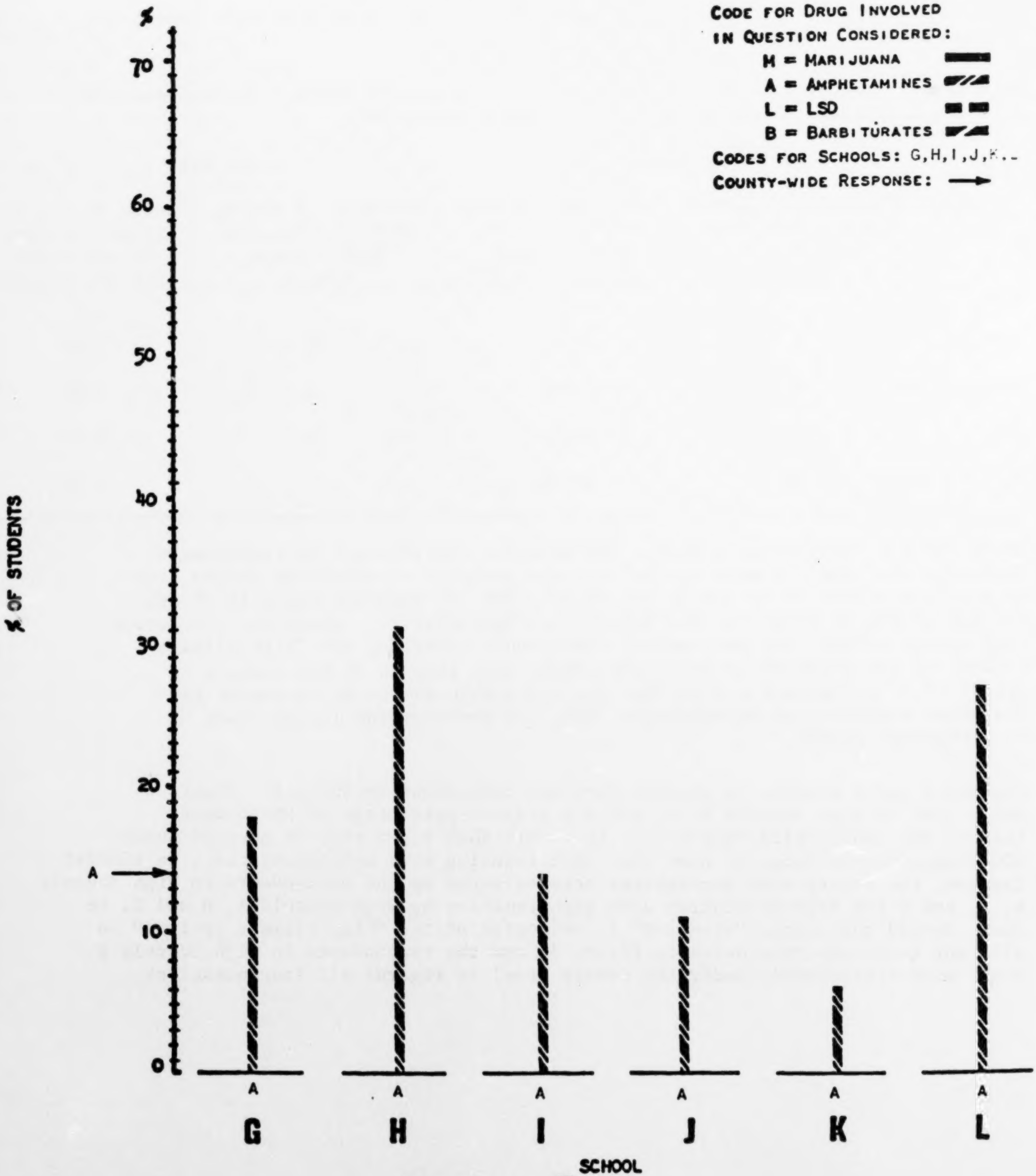


FIGURE 2

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING HIGH CLIMATE OPTIONS TO THE QUESTION, "AMONG THE 20 TEENAGERS YOU KNOW BEST, HOW MANY DO YOU THINK HAVE EVER EXPERIMENTED WITH AMPHETAMINES?"



Estimates of Experimentation with and Use of Drugs among 100 Acquaintances as Indicators of "Climate for Drugs"

Table 4 is based on the questions, "Among 100 fellow students whose names you may know, about how many do you think have ever experimented with: marijuana, amphetamines, LSD and barbiturates?" There were 14 options available to the respondents, in answer to these questions, in terms of numbers of students. These options were 0, 1, 2, 3, 4, 5, 7, 10, 12, 15, 20-29, 30-39, 40-49, and 50 or more. Options beginning with 7 and extending to 50-or-more were considered "high climate."

Respondents' perceptions of the extent of experimentation among 100 acquaintances with the four drugs shown on Table 4 are summarized below:

	Sr. High		Jr. High	
	Per Cent of County Sample Selecting "High Climate Option"	Range in Per Cent Selecting Same Option among the Six Schools	Per Cent of County Sample Selecting "High Climate Option"	Range in Per Cent Selecting Same Option among the Six Schools
Drug:				
Marijuana	57	46-79	18	5-39
Amphetamines	28	17-46	6	3-22
LSD	23	15-35	6	3-20
Barbiturates	23	16-34	7	4-18

Among the six senior high schools, for example, the per cent of respondents selecting the "high climate option" for the question on marijuana ranges from 46 to 79, a spread of 33 percentage points; and the smallest range is 18 percentage points in answer to the question on barbiturates. Among the six junior high school groups, the per cent of respondents selecting the "high climate option" of the question on marijuana ranges from five to 39 per cent, a spread of 34 percentage points; and the comparable ranges in responses to the three questions on amphetamines, LSD, and barbiturates are at least 14 percentage points.

Figures 3 and 4 present in graphic form the data shown in Table 4. Figure 3 shows that in High Schools B, C, and D a greater percentage of respondents than of the county-wide sample felt that more than 7 per cent or more of their 100 acquaintances known by name were experimenting with marijuana; that, in similar fashion, the county-wide perceptions were exceeded by the respondents in High Schools A, B, and C for experimentation with amphetamines; by High Schools A, B and C, in fact, exceed the county "standard" in selection of the "high climate options" on all four questions considered in Figure 3; and the respondents in High Schools E and F were consistently under the county level as regards all four questions.

TABLE 4

ESTIMATES MADE BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS OF EXPERIMENTATION WITH DRUGS BY "100 ACQUAINTANCES KNOWN BY NAME"

(RESPONDENTS CLASSIFIED BY SCHOOL AND SCHOOL LEVEL)

PER CENT OF RESPONDENTS IN EACH SCHOOL ESTIMATING INDICATED EXTENT OF EXPERIMENTATION WITH NAMED DRUG

SENIOR HIGH

DRUGS:	MARIJUANA							AMPHETAMINES							LSD							BARBITURATES						
SCHOOLS:	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*
PER CENT OF 100 ACQUAINTANCES ESTIMATED TO BE EXPERIMENTERS																												
0%	7	8	1	3	12	17	10	32	19	13	30	35	47	32	32	22	19	29	41	52	33	38	23	23	35	38	50	36
1-5%	39	25	20	31	39	35	32	35	33	46	39	44	33	38	42	42	45	41	40	33	42	38	40	47	37	37	32	39
7-50%**	54	65	79	64	48	46	57	32	46	39	26	17	18	28	26	32	35	26	18	15	23	23	34	30	22	22	16	23
NO RESPONSE	0	2	0	2	1	2	1	1	2	2	5	4	2	2	0	4	1	4	1	0	2	1	3	0	6	3	2	2

JUNIOR HIGH

DRUGS:	MARIJUANA							AMPHETAMINES							LSD							BARBITURATES						
SCHOOLS:	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*
PER CENT OF 100 ACQUAINTANCES ESTIMATED TO BE EXPERIMENTERS																												
0%	35	20	47	48	70	37	44	70	44	73	73	88	57	68	55	38	64	58	82	51	63	68	48	75	78	87	58	72
1-5%	38	40	34	37	24	30	36	16	30	17	18	8	24	22	35	39	27	33	13	33	28	16	30	14	14	6	26	18
7-50% **	27	39	16	12	5	32	18	13	22	8	4	3	16	6	10	20	6	6	3	14	6	14	18	7	5	4	11	7
NO RESPONSE	0	1	3	3	1	1	2	1	4	2	5	1	3	4	0	3	3	3	2	2	3	2	4	4	3	3	5	3

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*THIS COLUMN REPORTS THE DATA FOR THE COUNTY-WIDE SAMPLE OF STUDENTS, AND CAN BE USED AS BASELINE AGAINST WHICH TO COMPARE THE DATA FOR THE SCHOOLS.

**THIS DOUBLE-STARRED CHOICE OF ANSWERS IS CONSIDERED THE "HIGH-CLIMATE OPTION" AND IS THE OPTION REFLECTED IN THE GRAPHIC FIGURE ACCOMPANYING THIS TABLE.

Figure 4 indicates a similar split among the six junior high school groups. The respondents in Junior High Schools G, H and L exceeded the county sample in choice of "high climate options" for the four questions on acquaintances' experimentation with drugs, while School K was below for all four questions. Schools I and J were either below or about "even" with the county-wide "standard."

In the overall picture, as revealed by these four questions, Senior High Schools B and C and Junior High School H were the "high climate" schools, while Senior High School F and Junior High School K were the relatively "low climate" schools.

FIGURE 3

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING HIGH CLIMATE OPTIONS TO THE QUESTIONS, "AMONG THE 100 FELLOW STUDENTS WHOSE NAMES YOU MAY KNOW, ABOUT HOW MANY DO YOU THINK HAVE EVER EXPERIMENTED WITH: 1. MARIJUANA, 2. AMPHETAMINES, 3. LSD, 4. BARBITURATES?"

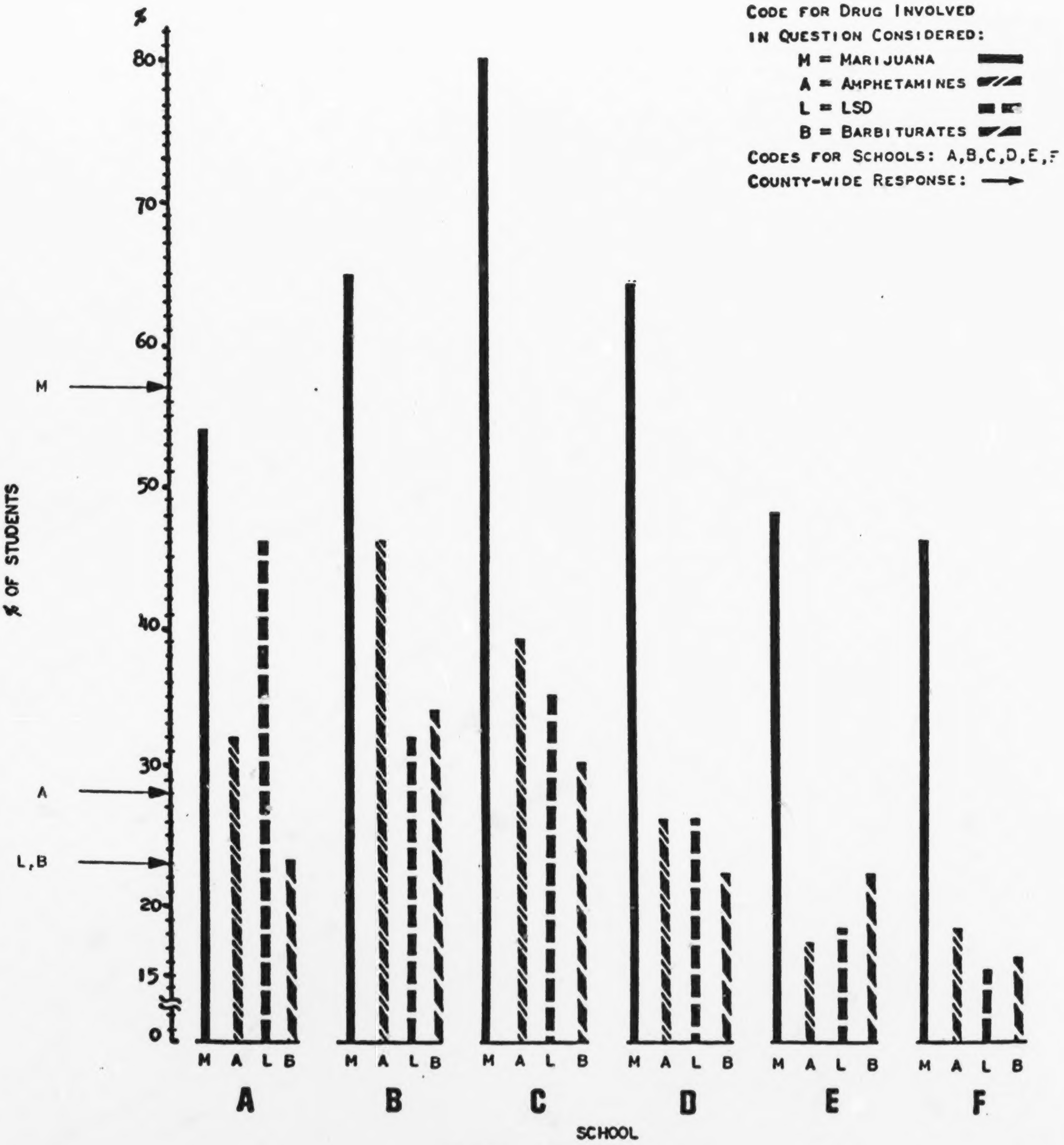
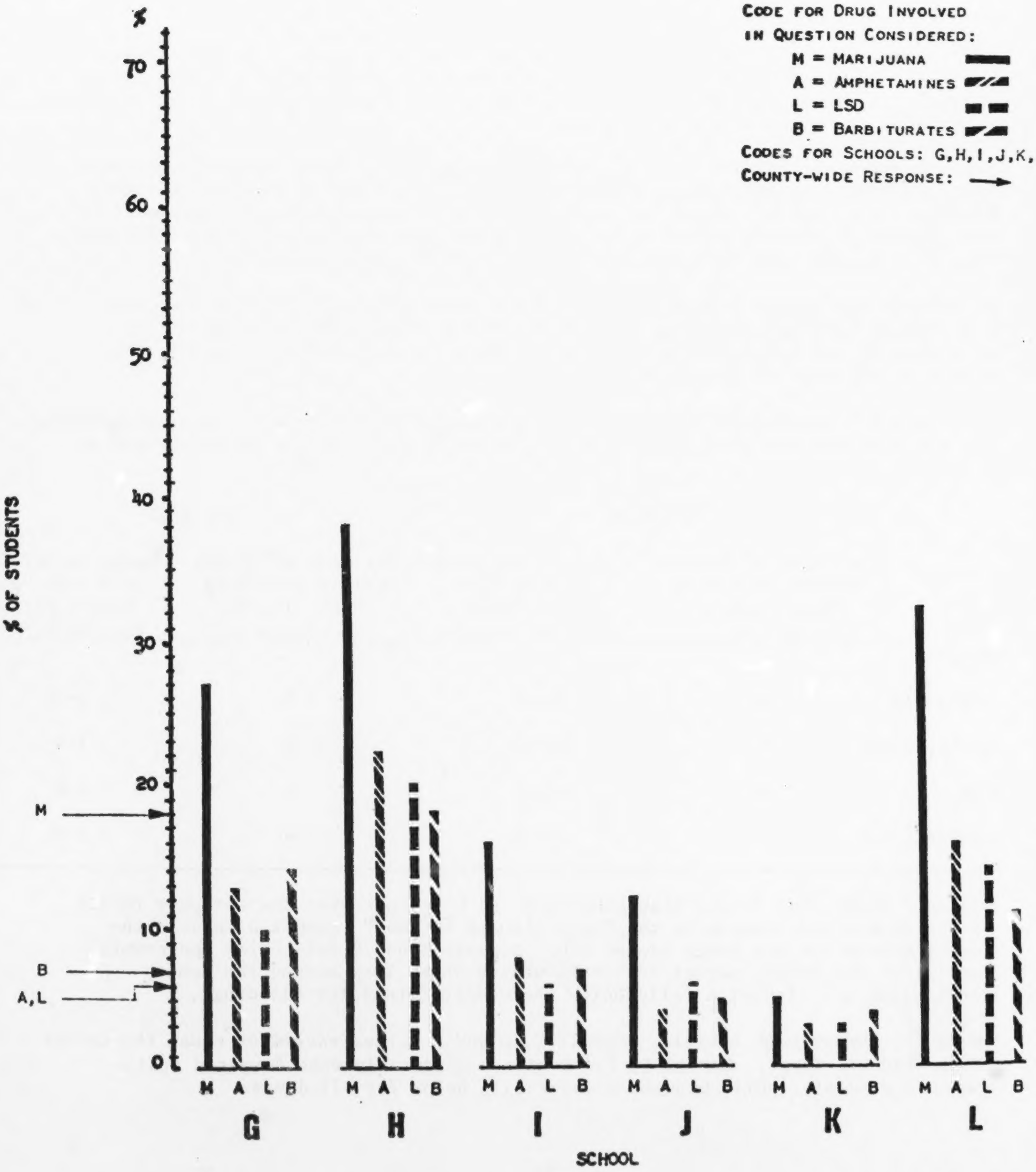


FIGURE 4

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING HIGH CLIMATE OPTIONS TO THE QUESTIONS, "AMONG THE 100 FELLOW STUDENTS WHOSE NAMES YOU MAY KNOW, ABOUT HOW MANY DO YOU THINK HAVE EVER EXPERIMENTED WITH: 1. MARIJUANA, 2. AMPHETAMINES, 3. LSD, 4. BARBITURATES?"



Estimates of 100 Acquaintances Use of Drugs as Indicators of "Climate for Drugs"

The four questions covered in Table 5 are "Among 100 fellow students how many do you think are regular users of: (1) marijuana, (2) amphetamines, (3) LSD and (4) barbiturates." The same 14 options mentioned in Table 4 were available to the students namely: 0, 1, 2, 3, 4, 5, 7, 10, 12, 15, 20-29, 30-39, 40-49, 50 or more. Selection of any options higher than 5 students (or 5 per cent) is considered to indicate a perception, in the part of the respondent group, of relatively high rates of drugs use among "100 acquaintances" known to them by name. For this reason the options from seven to 50 per cent or more were combined in Table 4. This option is starred indicating that for this question responses within this range are considered indicative of "high climate for drugs."

Table 5 shows that 37 per cent of the senior high school respondents in the baseline county-wide sample selected the "high climate option" to report their perceptions of extent of use of marijuana among 100 acquaintances. The per cent of respondents in the six senior high school groups who selected this option ranged from 25 per cent to 49 per cent for the question on use of marijuana.

As regards the junior high schools, nine per cent of the students in the county-wide sample selected the "high climate option" in connection with the use of marijuana by 100 acquaintances. The range in the six junior high schools was from four per cent to 23 per cent.

In regard to respondents' perceptions of the extent of use of marijuana, amphetamines, LSD and barbiturates among their 100 acquaintances the data may be summarized as follows:

	Sr. High		Jr. High	
	Per Cent of County Sample Selecting "High Climate Option"	Range in Per Cent Selecting Same Option among the Six Schools	Per Cent of County Sample Selecting "High Climate Option"	Range in Per Cent Selecting Same Option among the Six Schools
Drugs:				
Marijuana	37	25-49	9	4-23
Amphetamines	14	12-29	5	1-9
LSD	15	12-24	4	1-8
Barbiturates	12	11-18	4	2-9

Figure 5 shows that senior high Schools B and C again exceed the response totals of the county-wide sample on the "high climate option." School D exceeds the county totals for all drugs except LSD. Schools E and F fall below the county totals for all drugs, except for barbiturates where they exceed the county total slightly. School A falls below the county totals for all drugs.

Among the junior high schools, Schools G, H and L either exceed or equal the county totals for all drugs. School I, fluctuates considerably when compared against the county totals, while Schools J and K fall below for all drugs.

TABLE 5

ESTIMATES MADE BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS OF USE OF DRUGS BY "100 ACQUAINTANCES KNOWN BY NAME"

(Respondents Classified by School and School Level)

Per Cent of Respondents in Each School Estimating Indicated Extent of Use of Named Drug

Senior High

Drugs:	Marijuana							Amphetamines							LSD							Barbiturates						
Schools:	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*
Per Cent of 100 Acquaintances Estimated to be Users																												
0%	27	14	7	18	26	39	25	50	34	36	48	47	60	50	54	40	37	51	50	62	52	58	35	34	50	49	61	51
1-5%	46	38	42	36	39	34	37	33	33	45	32	33	26	33	32	34	36	33	33	26	31	29	43	49	30	34	25	34
7-50% **	25	45	49	46	31	27	37	14	29	18	18	13	12	14	13	21	24	14	12	12	15	11	18	15	16	13	13	12
No Response	2	3	2	0	4	0	1	3	4	1	2	7	2	3	1	5	3	2	5	0	2	2	4	2	4	4	1	3

Junior High

Drugs:	Marijuana							Amphetamines							LSD							Barbiturates						
Schools:	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*
Per Cent of 100 Acquaintances Estimate to be Users																												
0%	63	45	73	72	83	45	66	77	66	82	85	89	68	80	71	65	79	71	89	68	78	74	67	83	80	85	68	80
1-5%	24	29	18	20	11	35	23	14	25	11	8	5	18	12	22	23	16	21	6	21	15	15	23	9	11	9	24	13
7-50%**	11	23	8	4	4	18	9	7	6	6	1	3	9	5	4	7	3	4	1	8	4	9	7	6	2	3	5	4
No Response	2	3	1	4	2	2	2	2	3	1	6	3	5	3	3	5	2	4	4	3	3	2	3	2	7	3	3	3

*This column reports the data for the county-wide sample of students, and can be used as baseline against which to compare the data for the schools.

**This double-starred choice of answers is considered the "high-climate option" and is the option reflected in the graphic figures accompanying this table.

FIGURE 5

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING HIGH CLIMATE OPTIONS TO THE QUESTIONS, "AMONG THE 100 FELLOW STUDENTS WHOSE NAMES YOU MAY KNOW, ABOUT HOW MANY DO YOU THINK ARE REGULAR USERS OF: 1. MARIJUANA, 2. AMPHETAMINES, 3. LSD, 4. BARBITURATES?"

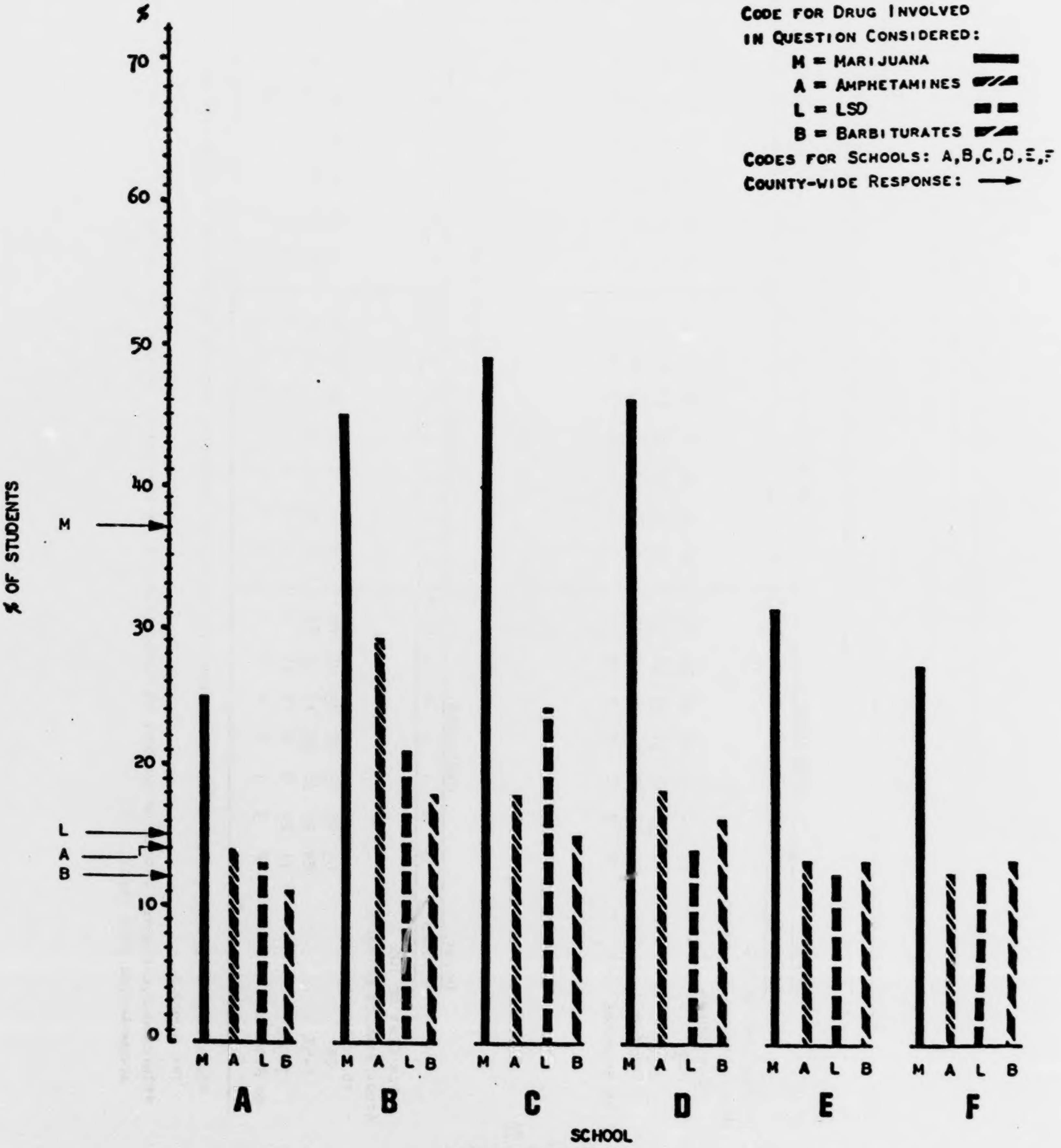
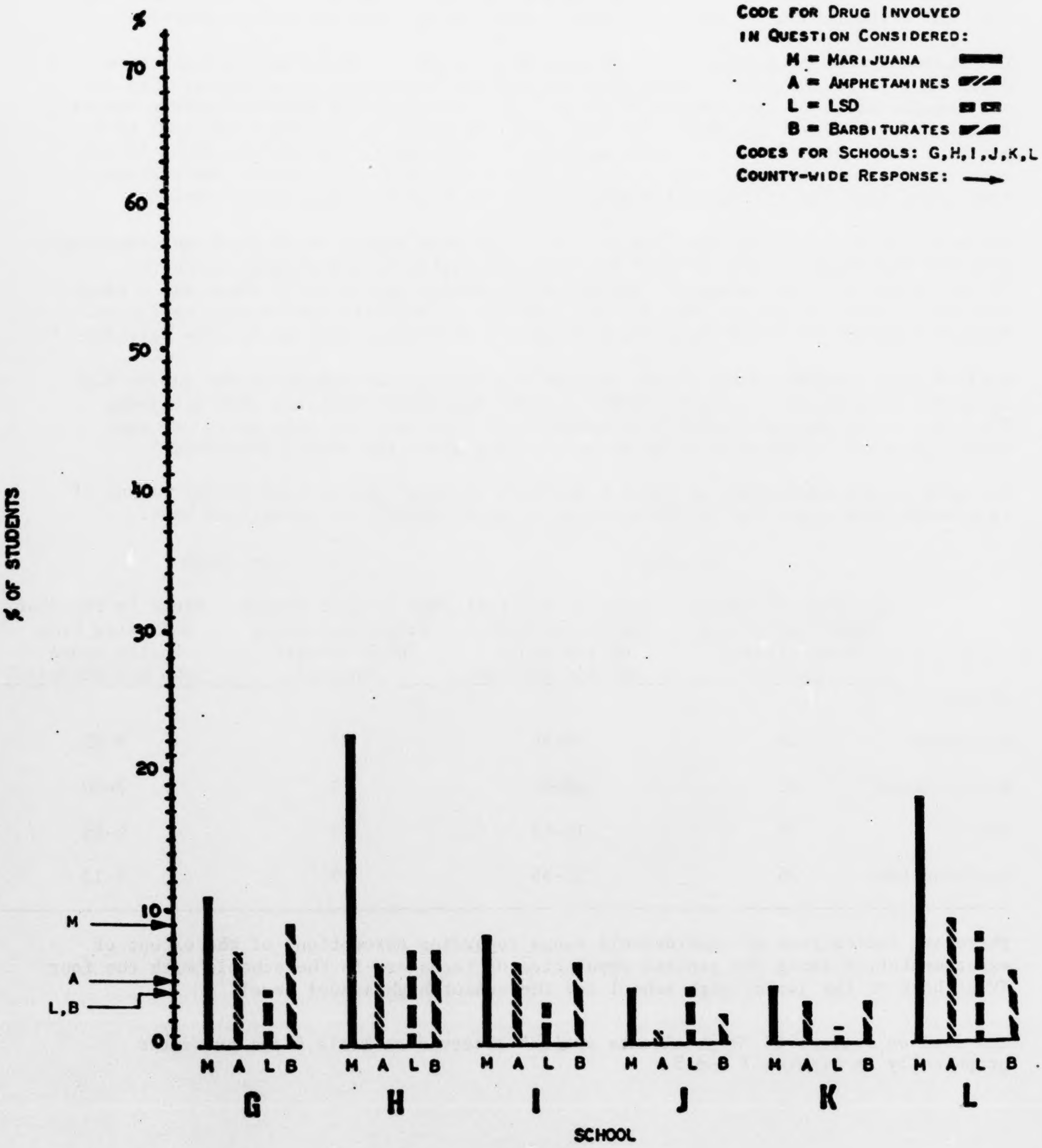


FIGURE 6

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING HIGH CLIMATE OPTIONS TO THE QUESTIONS, "AMONG THE 100 FELLOW STUDENTS WHOSE NAMES YOU MAY KNOW, ABOUT HOW MANY DO YOU THINK ARE REGULAR USERS OF: 1. MARIJUANA, 2. AMPHETAMINES, 3. LSD, 4. BARBITURATES?"



Estimates of Drug Use and Experimentation among the "1,000 Students in Your School" as Indicators of Climate for Drugs

Tables 6 and 7 report differences in per cent of senior and junior high school respondents who selected the different available options to the question about the percentage of the "1,000 students in your school" estimated to be experimenting with and estimated to be using marijuana, amphetamines, LSD and barbiturates.

The students were given the option of checking any of the 14 options ranging from 0 per cent to 50 per cent or more whom respondents think ever experimented with and are regular users of the designated drugs. The questionnaire provided answer spaces for 14 options from 0 to 50-or-more per cent. On Table 7, options 1 per cent to 5 per cent are combined into a single option (1-5 per cent), and options 7½ to 50-or-more per cent are combined into a single option (7½ to 50+ per cent), and starred, indicating that for this question this is the "high climate for drugs" option.

Table 6 indicates that 66 per cent of the county-wide sample of senior high respondents selected the "high climate option" for experimentation with marijuana among the "1,000 students in the school." Among the six senior high schools there was a range from 44 per cent to 86 per cent for the question in experimentation with marijuana. This is a spread of 22 per cent below to 20 per cent above the county-wide "standard."

Table 6 also indicates that 23 per cent of the county-wide sample of the junior high respondents selected the "high climate option" for experimentation with marijuana. The range among the six junior high schools was from nine per cent to 45 per cent which indicates 14 per cent below to 12 per cent above the county "standard."

The data on the four drugs on Table 6 on "high climate" perceptions of the extent of experimentation among the "1,000 students in your school" are summarized here:

	Sr. High		Jr. High	
Drugs:	Per Cent of County Sample Selecting "High Climate Option"	Range in Per Cent Selecting Same Option among the Six Schools	Per Cent of County Sample Selecting "High Climate Option"	Range in Per Cent Selecting Same Option among the Six Schools
Marijuana	66	44-86	23	9-45
Amphetamines	32	20-52	7	7-20
LSD	25	14-42	9	4-15
Barbiturates	25	17-35	7	4-13

There are indications of considerable range regarding perceptions of the extent of experimentation among the general population of teenagers in the schools with the four drugs both at the junior high school and the senior high school level.

The data on choices of "high climate option" observed on Table 6 are presented graphically in Figures 7 and 8.

TABLE 6

ESTIMATES MADE BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS OF EXPERIMENTATION WITH DRUGS BY "1,000 STUDENTS IN MY SCHOOL"

(RESPONDENTS CLASSIFIED BY SCHOOL AND SCHOOL LEVEL)

PER CENT OF RESPONDENTS IN EACH SCHOOL ESTIMATING INDICATED EXTENT OF EXPERIMENTATION WITH NAMED DRUG

SENIOR HIGH

DRUGS:	MARIJUANA							AMPHETAMINES							LSD							BARBITURATES						
SCHOOLS:	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*
PER CENT OF 1,000 STUDENTS ESTIMATED TO BE EXPERIMENTERS																												
0%	0	2	1	0	2	8	3	5	4	6	7	13	23	12	12	6	3	10	14	19	13	12	7	6	8	21	27	14
1-5%	27	18	13	29	29	48	30	54	41	48	58	51	55	54	58	53	54	64	59	67	60	53	58	58	66	52	54	59
7½-50%**	71	78	86	70	67	44	66	39	52	44	32	33	20	32	27	39	42	26	24	14	25	32	32	35	23	24	17	25
NO RESPONSE	2	2	0	1	2	0	1	2	3	2	3	3	2	2	3	2	1	0	3	0	2	3	3	1	3	3	2	2

JUNIOR HIGH

DRUGS:	MARIJUANA							AMPHETAMINES							LSD							BARBITURATES						
SCHOOLS:	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*
PER CENT OF 1,000 STUDENTS ESTIMATED TO BE EXPERIMENTERS																												
0%	16	3	19	23	35	9	21	44	23	43	51	62	28	43	37	30	36	39	58	31	42	47	28	50	59	62	25	47
1-5%	52	52	57	57	53	53	54	43	53	47	35	29	52	46	46	54	52	46	33	56	46	37	57	43	30	30	57	42
7½-50%**	31	42	23	17	9	35	23	12	20	8	10	7	13	7	15	14	11	13	4	8	9	13	12	5	8	4	13	7
NO RESPONSE	1	3	1	3	3	3	2	1	4	2	4	2	7	4	2	2	1	2	5	5	3	3	3	2	3	4	5	4

*THIS COLUMN REPORTS DATA FOR THE COUNTY-WIDE SAMPLE OF STUDENTS, AND CAN BE USED AS BASELINE AGAINST WHICH TO COMPARE THE DATA FOR THE SCHOOLS.

**THIS DOUBLE-STARRED CHOICE OF ANSWERS IS CONSIDERED THE "HIGH-CLIMATE OPTION" AND IS THE OPTION REFLECTED IN THE GRAPHIC FIGURES ACCOMPANYING THIS TABLE.

FIGURE 7

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING HIGH CLIMATE OPTIONS TO THE QUESTIONS, "ASSUMING THERE ARE APPROXIMATELY 1,000 STUDENTS IN YOUR SCHOOL, WHAT PER CENT DO YOU THINK HAVE EVER EXPERIMENTED WITH: 1. MARIJUANA, 2. AMPHETAMINES, 3. LSD, 4. BARBITURATES?"

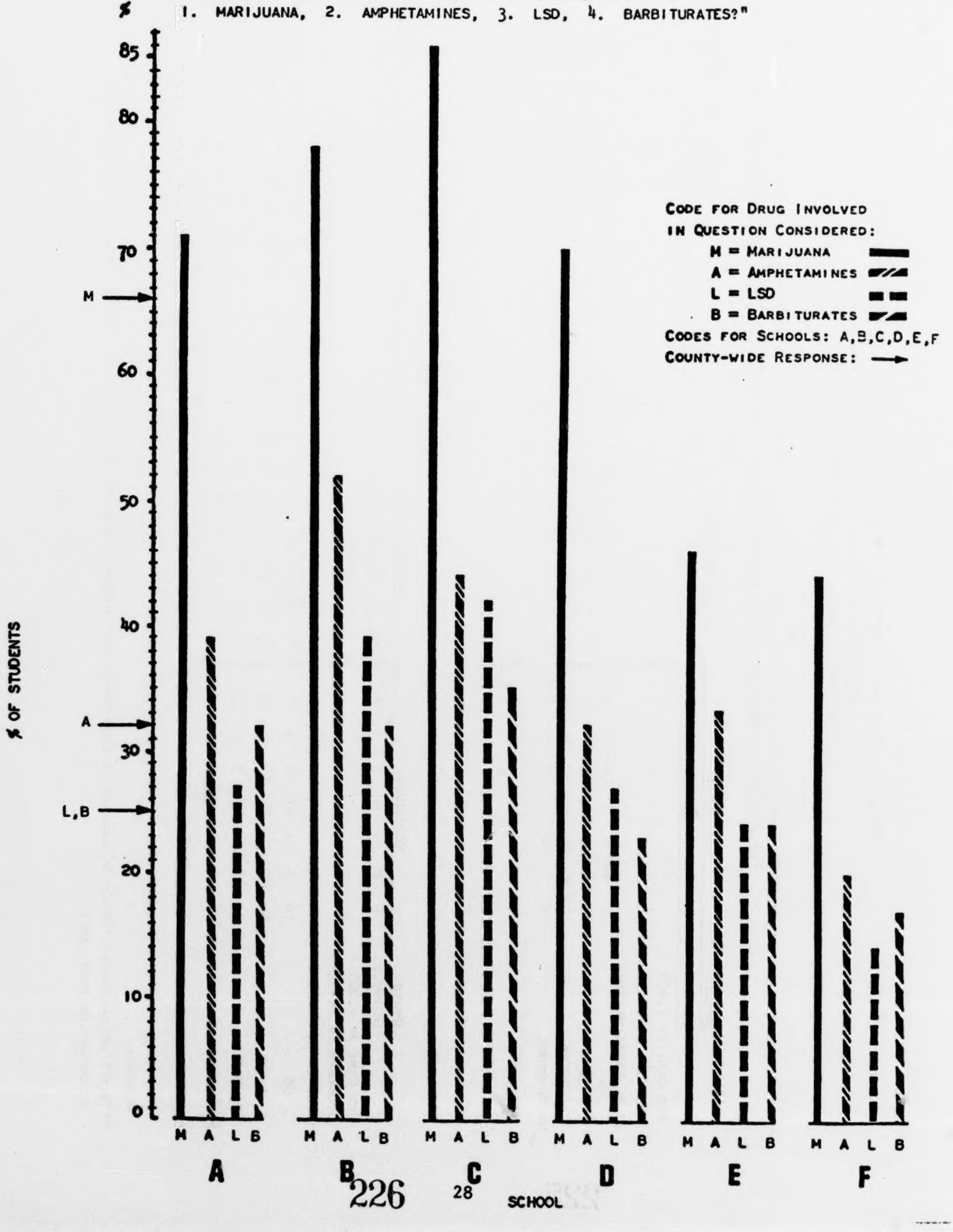


FIGURE 8

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING HIGH CLIMATE OPTIONS TO THE QUESTIONS, "ASSUMING THERE ARE APPROXIMATELY 1,000 STUDENTS IN YOUR SCHOOL, WHAT PER CENT DO YOU THINK HAVE EVER EXPERIMENTED WITH: 1. MARIJUANA, 2. AMPHETAMINES, 3. LSD, 4. BARBITURATES?"

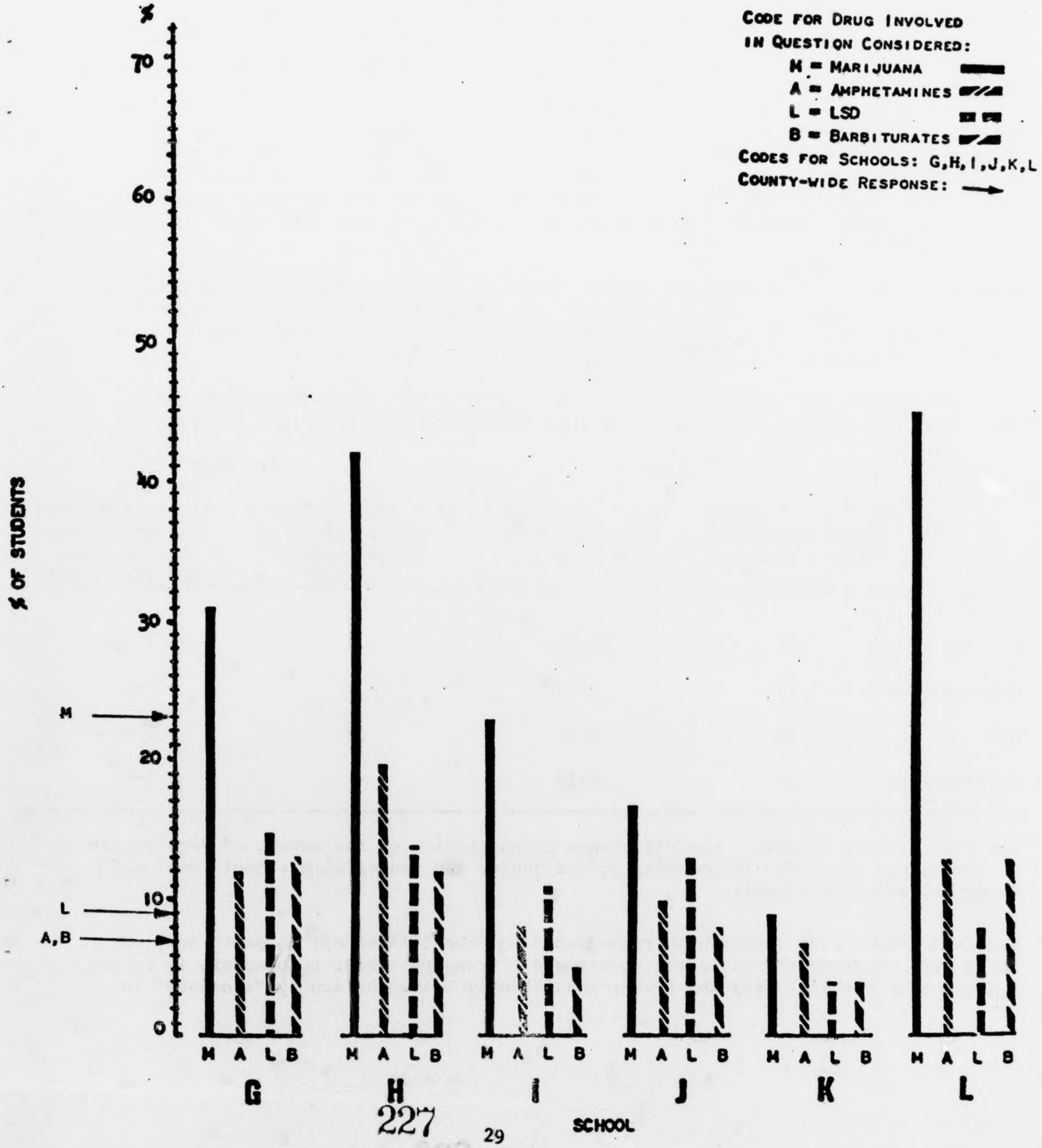


Figure 7 clearly indicates that senior high respondents in Schools A, B, C and D (except for barbiturates) were consistently above the county-wide "standard" and respondents in Schools E (except for amphetamines) and F were consistently below the county-wide "standard" in their estimation of the per cent of experimentation with drugs among the "1,000 students in their schools."

Figure 8 makes apparent that junior high respondents in Schools G, H and I (except for marijuana), and L were consistently above the county-wide "standard" while respondents in School K (except for amphetamines) were consistently below the county-wide "standard" in their estimation of the per cent of experimenters with drugs among the "1,000 students in their schools."

Table 7 indicates that 40 per cent of the county-wide sample of senior high respondents selected the "high climate option" for regular use of marijuana among the "1,000 students in the school." Among the selected six senior high schools there was a range from 21 per cent to 72 per cent for the question regarding regular use of marijuana, a spread of from 19 per cent below to 32 per cent above the county-wide "standard."

Seven per cent of the county-wide sample of the junior high respondents selected the high option for regular use of marijuana. The range among the six selected schools was from three per cent to 18 per cent which indicates four per cent below to 11 per cent above the county "standard."

The respondents' perceptions of the extent of regular use of the four drugs among the "1,000 students in your school" is presented as summary data from Table 7.

	Sr. High		Jr. High	
	Per Cent of County Sample Selecting "High Climate Option"	Range in Per Cent Selecting Same Option among the Six Schools	Per Cent of County Sample Selecting "High Climate Option"	Range in Per Cent Selecting Same Option among the Six Schools
Drugs:				
Marijuana	40	21-72	7	3-18
Amphetamines	16	9-26	2	1-5
LSD	13	6-24	3	3-6
Barbiturates	14	8-18	4	1-6

The data clearly indicate the difference in perception of the extent of regular use of four drugs among the respondents of the junior and senior high school level and among the selected schools.

Figure 9 shows that senior high respondents in School A (except in marijuana), B, C and D were consistently above the county-wide "standard" while respondents in School E (except for barbiturates) and F were consistently below the county "standard" in

TABLE 7

ESTIMATES MADE BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS OF USE OF DRUGS BY "1,000 STUDENTS IN MY SCHOOL"

(RESPONDENTS CLASSIFIED BY SCHOOL AND SCHOOL LEVEL)

PER CENT OF RESPONDENTS IN EACH SCHOOL ESTIMATING INDICATED EXTENT OF USE OF NAMED DRUG

SENIOR HIGH

DRUGS:	MARIJUANA							AMPHETAMINES							LSD							BARBITURATES						
SCHOOLS:	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*
PER CENT OF 1,000 STUDENTS ESTIMATED TO BE USERS																												
0%	6	3	2	6	9	21	10	24	11	12	27	26	42	27	34	19	15	25	31	44	33	30	13	17	26	29	39	29
1-5%	62	40	24	46	53	55	49	57	62	61	52	60	42	55	50	57	59	53	55	47	52	53	66	63	56	55	48	55
7½-50+%**	31	55	72	47	37	21	40	17	23	26	18	12	9	16	15	21	24	17	12	6	13	16	16	18	14	14	8	14
NO RESPONSE	1	2	2	1	1	3	1	2	4	1	3	2	7	2	1	3	2	5	2	3	2	1	5	2	4	2	5	2

JUNIOR HIGH

DRUGS:	MARIJUANA							AMPHETAMINES							LSD							BARBITURATES						
SCHOOLS:	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*
PER CENT OF 1,000 STUDENTS ESTIMATED TO BE USERS																												
0%	45	30	57	53	71	29	50	69	48	70	73	80	50	65	59	52	65	60	81	51	63	64	50	70	73	79	44	65
1-5%	46	51	36	40	23	58	41	25	47	27	20	16	43	29	36	41	27	33	14	42	31	30	43	26	22	15	48	28
7½-50+%**	8	18	6	4	3	11	7	5	3	2	2	1	4	2	5	6	6	4	3	5	3	6	5	3	1	3	4	4
NO RESPONSE	1	1	1	3	3	2	2	1	2	1	5	3	3	4	0	1	2	3	2	2	3	0	2	1	4	3	4	3

*THIS COLUMN REPORTS THE DATA FOR THE COUNTY-WIDE SAMPLE OF STUDENTS, AND CAN BE USED AS BASELINE AGAINST WHICH TO COMPARE THE DATA FOR THE SCHOOLS.

**THIS DOUBLE-STARRED CHOICE OF ANSWERS IS CONSIDERED THE "HIGH-CLIMATE OPTION" AND IS THE OPTION REFLECTED IN THE GRAPHIC FIGURES ACCOMPANYING THIS TABLE.

FIGURE 9

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING HIGH CLIMATE OPTIONS TO THE QUESTIONS, "ASSUMING THERE ARE APPROXIMATELY 1,000 STUDENTS IN YOUR SCHOOL, WHAT PER CENT DO YOU THINK ARE REGULAR USERS OF: 1. MARIJUANA, 2. AMPHETAMINES, 3. LSD, 4. BARBITURATES?"

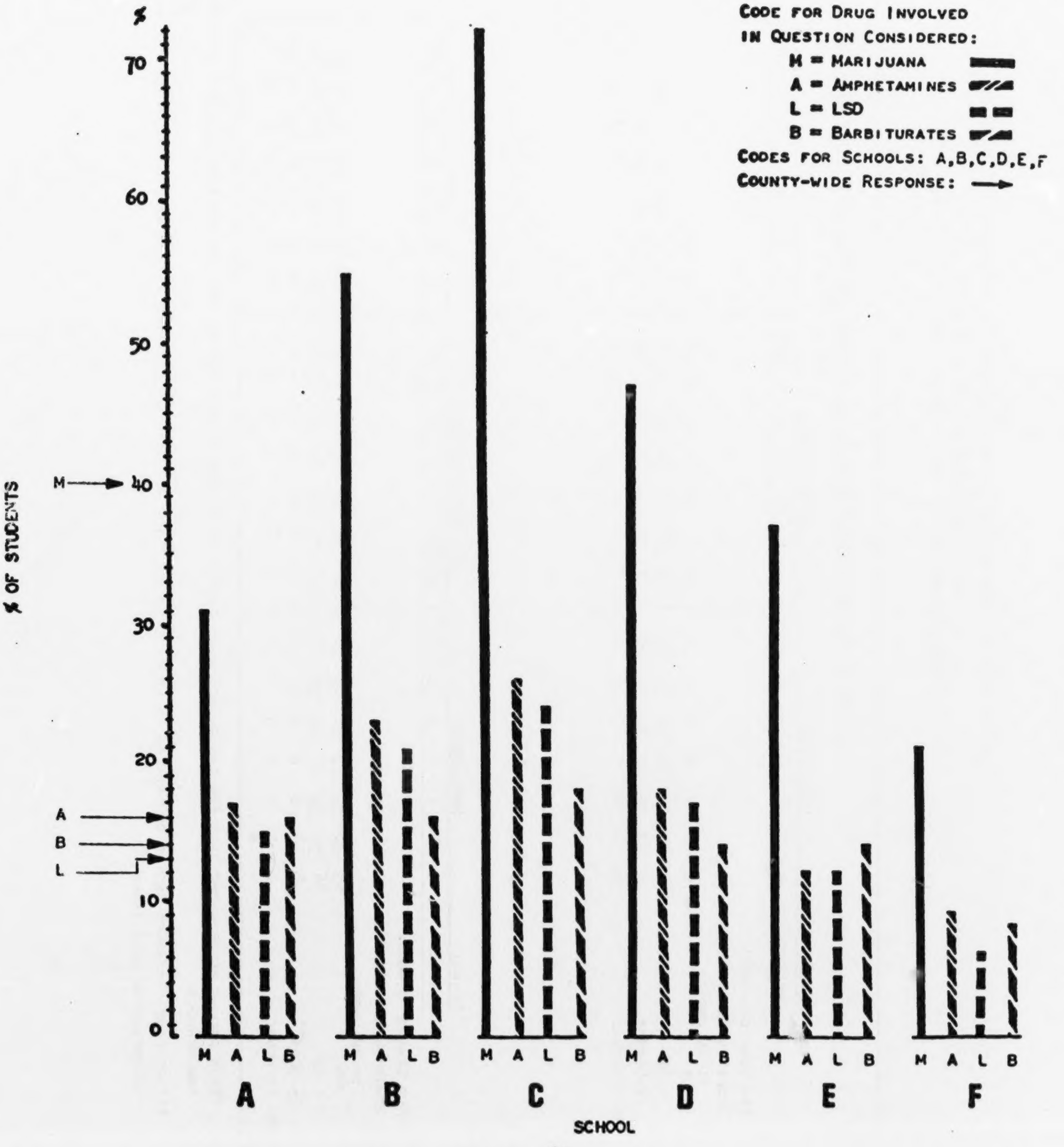
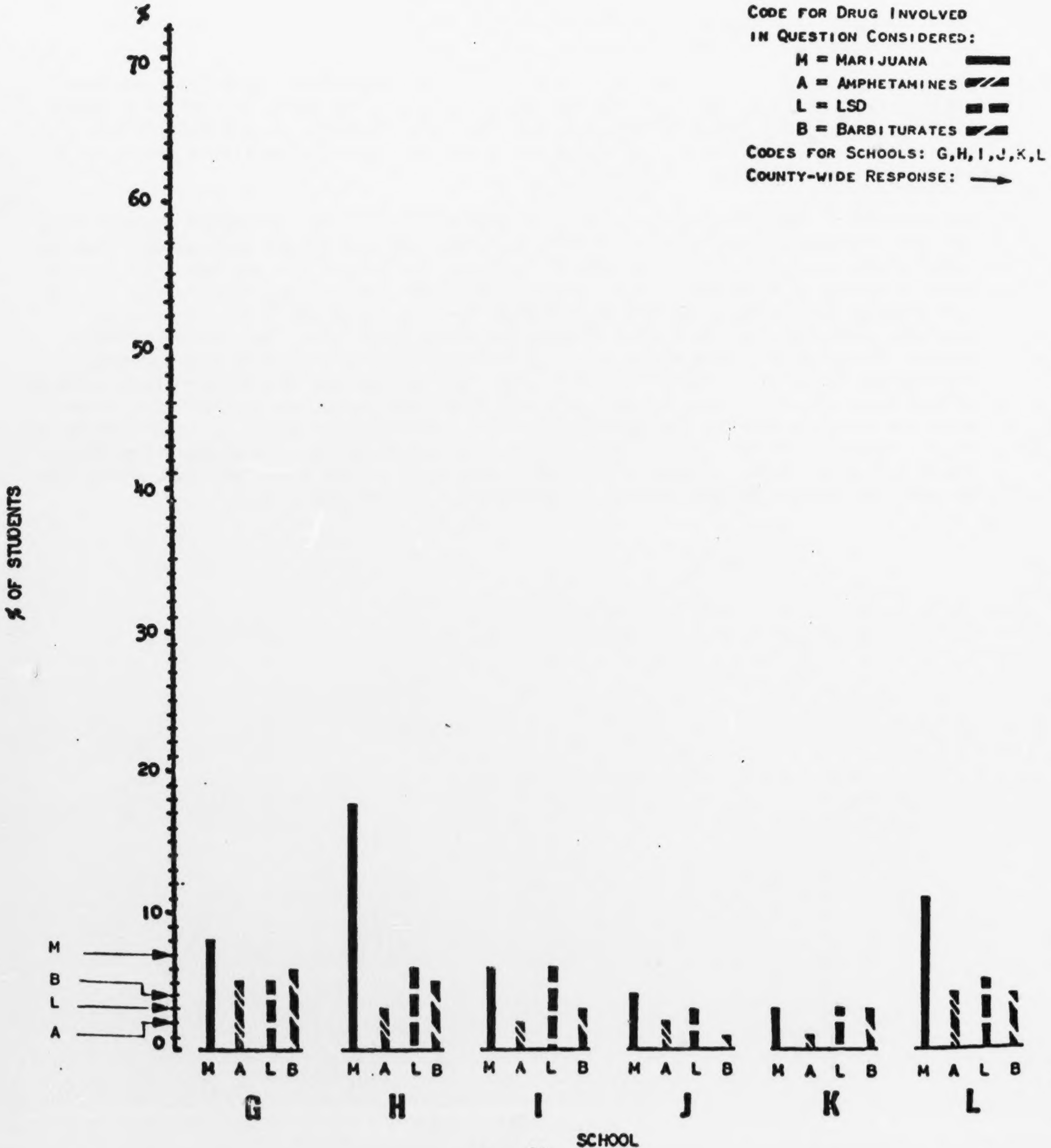


FIGURE 10

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING HIGH CLIMATE OPTIONS TO THE QUESTIONS, "ASSUMING THERE ARE APPROXIMATELY 1,000 STUDENTS IN YOUR SCHOOL, WHAT PER CENT DO YOU THINK ARE REGULAR USERS OF:
1. MARIJUANA, 2. AMPHETAMINES, 3. LSD, 4. BARBITURATES?"



their perception of the number of regular users of the drugs among the "1,000 students in their schools." School C appears predominantly "high" in relation to the other schools.

Figure 10 makes clear that while junior high respondents in Schools G, H and L were consistently above the county-wide "standard," respondents in Schools I, J and K (except for LSD) were consistently below the county-wide "standard."

Recapitulation: Assessing "Climate for Drugs" from Different Estimates of Peers' Use of and Experimentation with Drugs

The data reviewed thus far in this volume indicate, therefore, that the questions asking respondents to estimate use of and experimentation among the socially more-distant groups (the 100 acquaintances and the 1,000 students in the school) are more useful as estimations of climate for drugs than are the questions about one's closest friends (20 best friends).

As reported in Part I of this report, respondents in general projected greater drug use and experimentation on the socially more distant and larger peer groups than on their close acquaintances. The social "climate for drugs" for any teenager is, in part at least, a function of how extensive he feels use and experimentation are in the teenage population. In the junior high schools, very small percentages of students reported that they were themselves using drugs; but, despite this information, large percentages of junior high school students feel that use and experimentation among their peers is widespread. If one accepts the premise that impression rather than the actuality, establishes the socio-psychological "climate for drugs," then the data yielded by the questions on "100 acquaintances known by name" and on the "1,000 students in the school" are useful data for examining the climate for drugs among any given group of individuals of junior high school age. The same thing can be said for groups of individuals of senior high school age.

Perceptions of Trends in Teenage Experimentation with Marijuana

Table 8 summarizes school-by-school responses to a question asking for the respondents' perceptions regarding trends in experimentation among teenagers with marijuana. For this question the "high climate option" is "increasing."

Table 8 indicates that 71 per cent of the county-wide sample of respondents selected the "high climate option" as regards perceived trends in experimentation with marijuana. Among the six senior high schools, there was a range from 55 per cent through 81 per cent for this question.

Table 8 also indicates that 56 per cent of the respondents in the county-wide sample chose the "high climate option." The range among the six junior high schools was from 46 per cent to 64 per cent.

Figures 11 and 12 summarize the responses to the "high climate options" for the question considered in Table 8.

It is noted on Figure 11 that Senior High Schools A, B, C are above the county-wide level in percentage choice of the "high climate options," while Schools D, E, and F are below. Again, Schools B and C maintain their tendency to be high and School F maintains its usual position at the low end of the range. On Figure 12, the comparable graphic data for junior high schools indicate that Schools G, H and L are above the county-wide "standard," Schools I and J are very similar to the county-wide picture, and School K is very much lower than the county standard.

TABLE 8

PERCEPTION OF TREND IN EXPERIMENTATION WITH MARIJUANA BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS

(Respondents Classified by School and School Level)

Per Cent of Respondents in Each School Estimating Indicated Trend of Experimentation

Senior High
MARIJUANA

Schools:	A	B	C	D	E	F	M/C*
Estimate of Trend							
Is Increasing**	72	75	81	67	67	55	71
Is Decreasing	5	7	4	4	7	5	5
Is Staying About the Same	11	9	8	17	10	15	11
I Don't Know	12	9	7	11	15	25	13
No Response	0	0	0	1	1	0	0

Junior High
MARIJUANA

Schools:	G	H	I	J	K	L	M/C*
Estimate of Trend							
Is Increasing**	62	64	57	54	46	64	56
Is Decreasing	6	8	5	8	12	4	6
Is Staying About the Same	15	13	10	8	16	15	12
I Don't Know	17	12	28	30	26	17	26
No Response	0	3	0	0	0	0	0

*This column reports the data for the county-wide sample of students and can be used as a baseline against which to compare the data for the schools.

**This double-starred choice of answers is considered the "high-climate option" and is the option reflected in the graphic figures accompanying this table.

FIGURE 11

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING THE HIGH CLIMATE OPTION TO THE QUESTION, "DO YOU FEEL THAT THE PER CENT OF TEENAGERS WHO ARE OCCASIONAL EXPERIMENTERS WITH MARIJUANA IS INCREASING, DECREASING OR STAYING ABOUT THE SAME?"

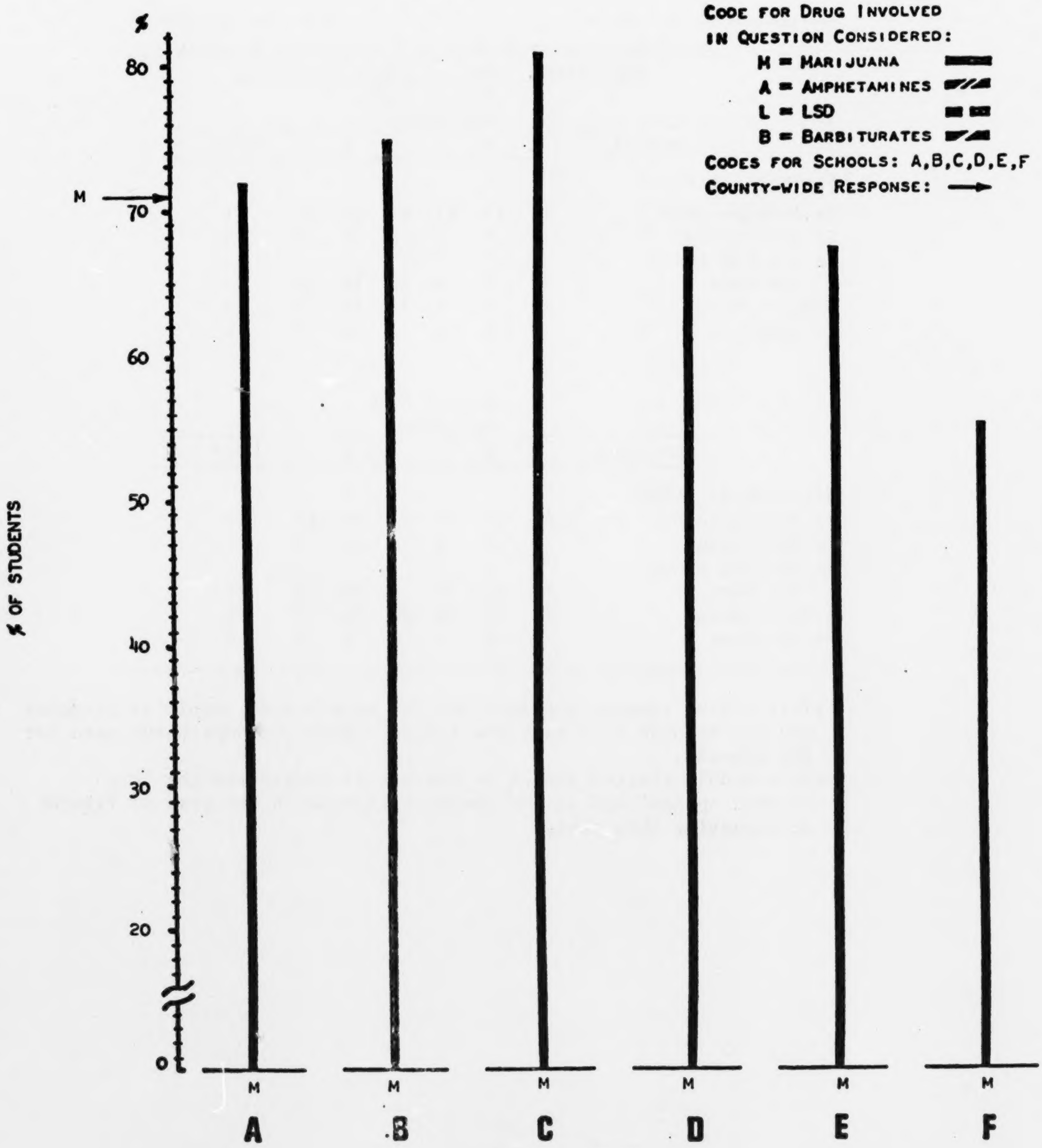
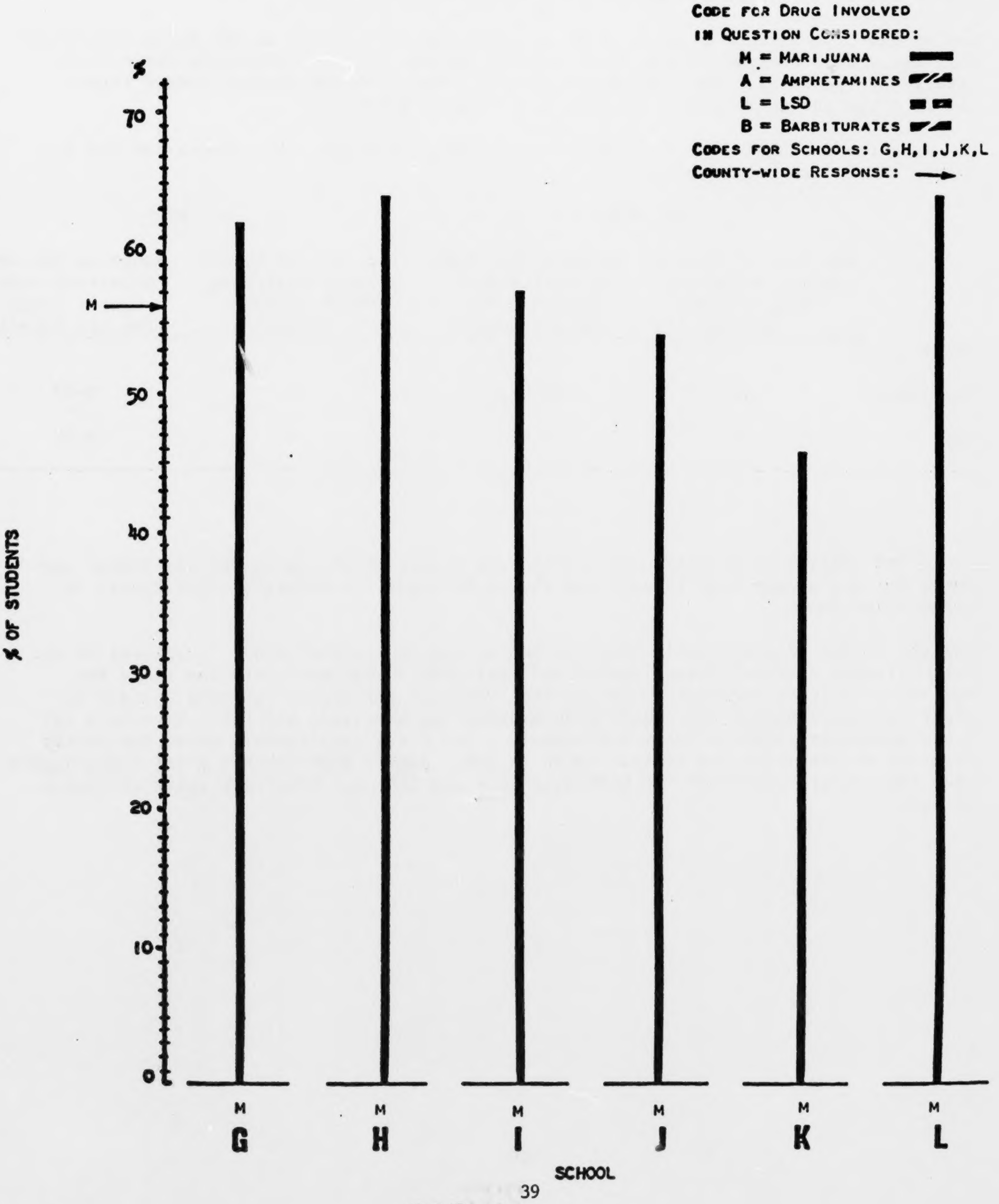


FIGURE 12

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING THE HIGH CLIMATE OPTION TO THE QUESTION, "DO YOU FEEL THAT THE PER CENT OF TEENAGERS WHO ARE OCCASIONAL EXPERIMENTERS WITH MARIJUANA IS INCREASING, DECREASING OR STAYING ABOUT THE SAME?"



Likelihood of Future Use of Marijuana and LSD

Table 9 shows the percentage distribution of responses made in the six junior and six senior high schools regarding the respondents' perceived likelihood of their future use of marijuana and LSD.

Two of the five options given with these questions are starred on the table indicating that these were considered the "high climate options." Any student who chose "very likely" or "possibly," was considered to have a positive inclination toward future use of drugs and therefore to be part of a "high climate."

The data for the "high climate options" are summarized below. The ranges are for the totals of the two "high options."

	Sr. High		Jr. High	
	Per Cent of County Sample Selecting "High Climate Option"	Range in Per Cent Selecting Same Option among the Six Schools	Per Cent of County Sample Selecting "High Climate Option"	Range in Per Cent Selecting Same Option among the Six Schools
Drugs:				
Marijuana	32	21-44	16	9-23
LSD	9	7-17	6	4-10

Perceived likelihood of marijuana and LSD use differentiate among the six junior and among the six senior high schools and should be useful in assessing differences in climate for drugs.

Figures 13 and 14 graphically show the senior and junior high school responses to the "high climate options" "very likely" and "possibly." The per cents for these two options were added together to obtain the indicated per cents. Schools B and C on Figure 13 again exceed the county-wide standard on marijuana and LSD. Schools D and E are generally slightly below and Schools A and F are considerably below the county response on marijuana and similar to it on LSD. Junior High Schools G and L are higher than the county "standard" for both marijuana and LSD, and Schools I and K are below on both.

TABLE 9

LIKELIHOOD OF THEIR USING MARIJUANA AND LSD AS PERCEIVED BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS
(Respondents Classified by School and School Level)

Per Cent of Respondents in Each School Indicating the Likelihood of Their Future Use

Senior High

Drugs:	MARIJUANA							LSD						
Schools:	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*
Likelihood of Future Use														
Very Likely**	13	24	27	18	13	9	17	4	6	5	3	3	3	4
Possibly**	10	16	17	13	10	12	15	6	11	11	5	4	3	5
Unlikely	25	24	26	31	27	22	27	13	17	17	17	15	14	20
Impossible	50	33	28	34	43	54	37	75	64	66	73	68	73	66
I Don't Know	2	3	2	2	5	2	4	2	2	1	0	7	6	4
No Response	0	0	0	2	2	1	0	0	0	0	2	3	1	1

Junior High

Drugs:	MARIJUANA							LSD						
Schools:	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*
Likelihood of Future Use														
Very Likely**	9	12	5	7	3	10	6	7	2	2	4	0	0	2
Possibly**	11	11	8	2	9	17	10	3	4	2	2	5	10	4
Unlikely	31	30	26	28	29	29	27	32	31	15	23	19	24	22
Impossible	41	43	52	50	51	40	49	53	57	73	61	67	60	64
I Don't Know	6	2	7	13	8	2	6	3	3	6	8	8	4	6
No Response	2	2	2	0	0	2	2	2	3	2	2	1	2	2

*This column reports the data for the county-wide sample of students, and can be used as a baseline against which to compare the data for the schools.

**These double-starred options are, together, considered the "high-climate options." The sum of their values is reflected in the graphic figures accompanying this table.

FIGURE 13

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING THE HIGH-CLIMATE OPTIONS TO THE QUESTIONS, "HOW LIKELY ARE YOU IN THE FUTURE TO TRY OUT OR USE: 1. MARIJUANA, 2. LSD?"

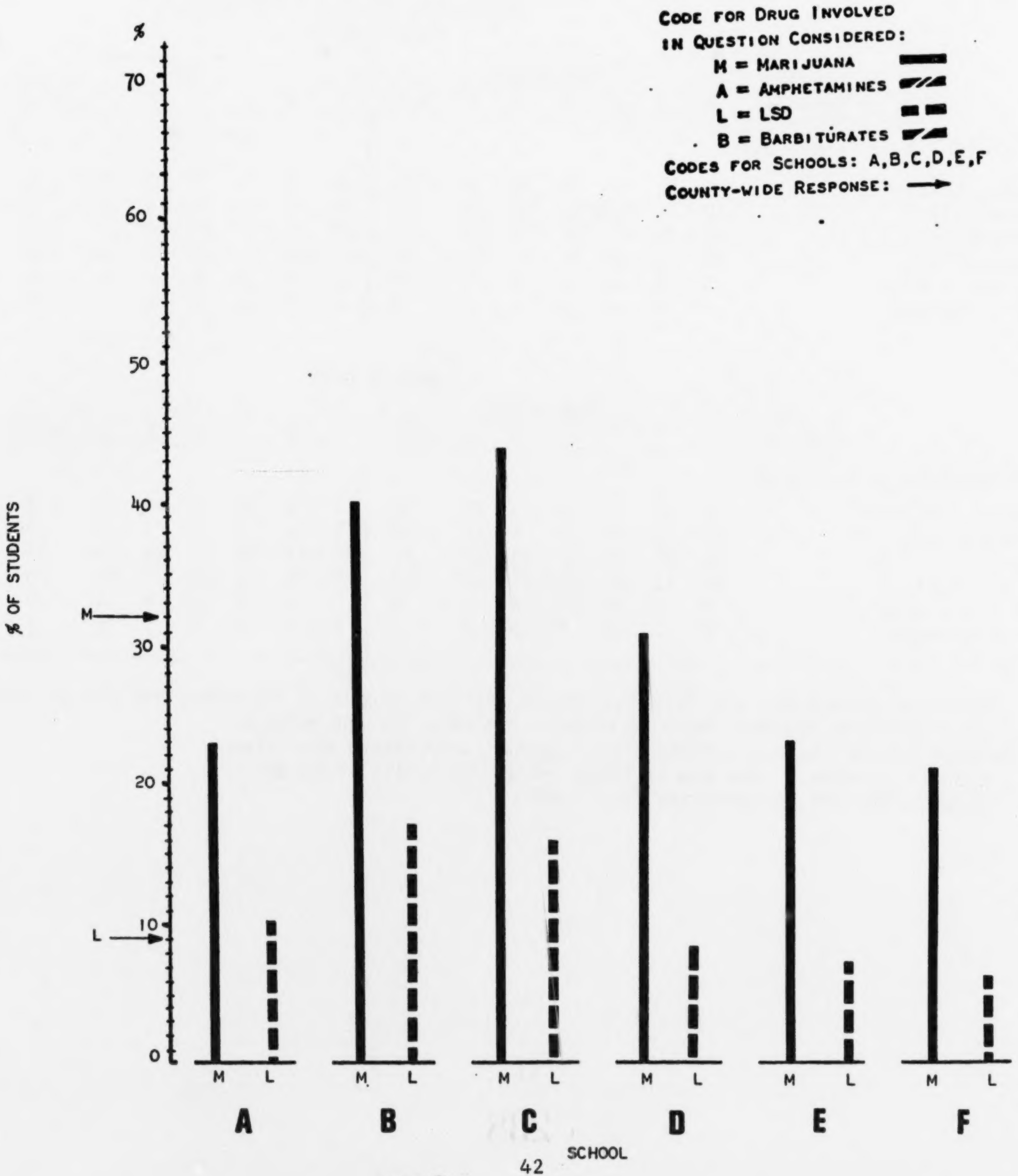
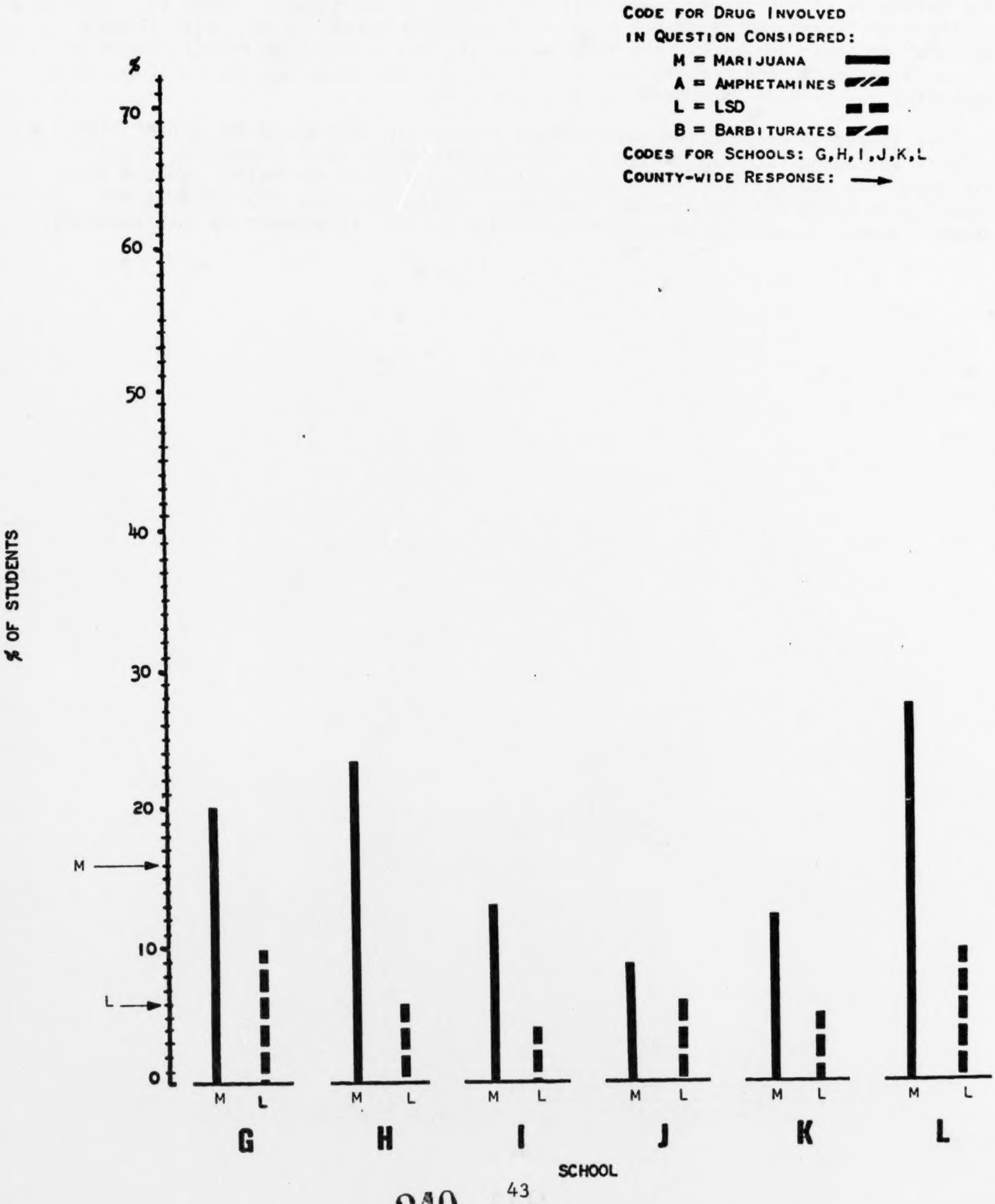


FIGURE 14

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING THE HIGH-CLIMATE OPTIONS TO THE QUESTIONS, "HOW LIKELY ARE YOU IN THE FUTURE TO TRY OUT OR USE: 1. MARIJUANA, 2. LSD?"



Basis of Information about Marijuana

The respondents were asked to indicate the source of information upon which they based their answers about marijuana. Six sources of information were listed. The options "being shown drugs" and "seeing drugs used" were identified as the "high climate options" because they indicated closer contact with drugs than the other options which involved largely conversation or discussion about drugs.

The responses of the groups in the different schools are shown in Table 10. Against a county-wide "standard" of 16 per cent of respondents selecting the "high climate options" to their questions, the range among the six senior high schools was from 11 to 25 per cent; and for the junior high schools the range was six to 15 per cent against a county-wide "standard" of nine per cent.

Figures 15 and 16 present the data on high climate choices among the senior high schools and among the junior high schools respectively. High Schools B, C and E are above the county-wide level, while Schools A, D and F are below. Junior High School K is below the county-wide "standard," while the other five schools are above. School J, usually in a middle position or low, is highest in this instance.

TABLE 10

SOURCE OF INFORMATION ABOUT MARIJUANA AS REPORTED BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS
(Respondents Classified by School and School Level)

Per Cent of Respondents in Each School Selecting Each Source of Information

Senior High

MARIJUANA

Schools:	A	B	C	D	E	F	M/C*
Source of Information							
Overhearing Remks.	15	13	6	10	7	19	11
Ord. Conversation	18	23	20	30	19	25	21
Discussion of Drugs	28	12	27	20	26	24	25
Being Shown Drugs**	2	2	2	1	1	3	2
Seeing Drugs Used**	9	23	17	14	19	12	14
None of the Above	21	13	9	10	13	13	13
No Response	7	14	19	15	15	4	14

Junior High

MARIJUANA

Schools:	G	H	I	J	K	L	M/C*
Source of Information							
Overhearing Remks.	11	13	12	11	10	20	12
Ord. Conversation	22	18	14	13	14	12	15
Discussion of Drugs	26	21	30	24	37	36	31
Being Shown Drugs**	2	3	6	5	2	7	3
Seeing Drugs Used**	9	8	4	10	4	7	6
None of the Above	19	16	17	19	24	12	19
No Response	11	21	17	18	9	6	14

*This column reports the data for the county-wide sample of students, and can be used as a baseline against which to compare the data for the schools.

**These double-starred options are, together, considered the "high-climate options." The sum of their values is reflected in the graphic figures accompanying this table.

FIGURE 15

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING THE HIGH-CLIMATE OPTIONS TO THE QUESTION, "WHAT WAS THE BASIS OF THE ANSWERS THAT YOU HAVE GIVEN IN THIS QUESTIONNAIRE SO FAR REGARDING MARIJUANA?"

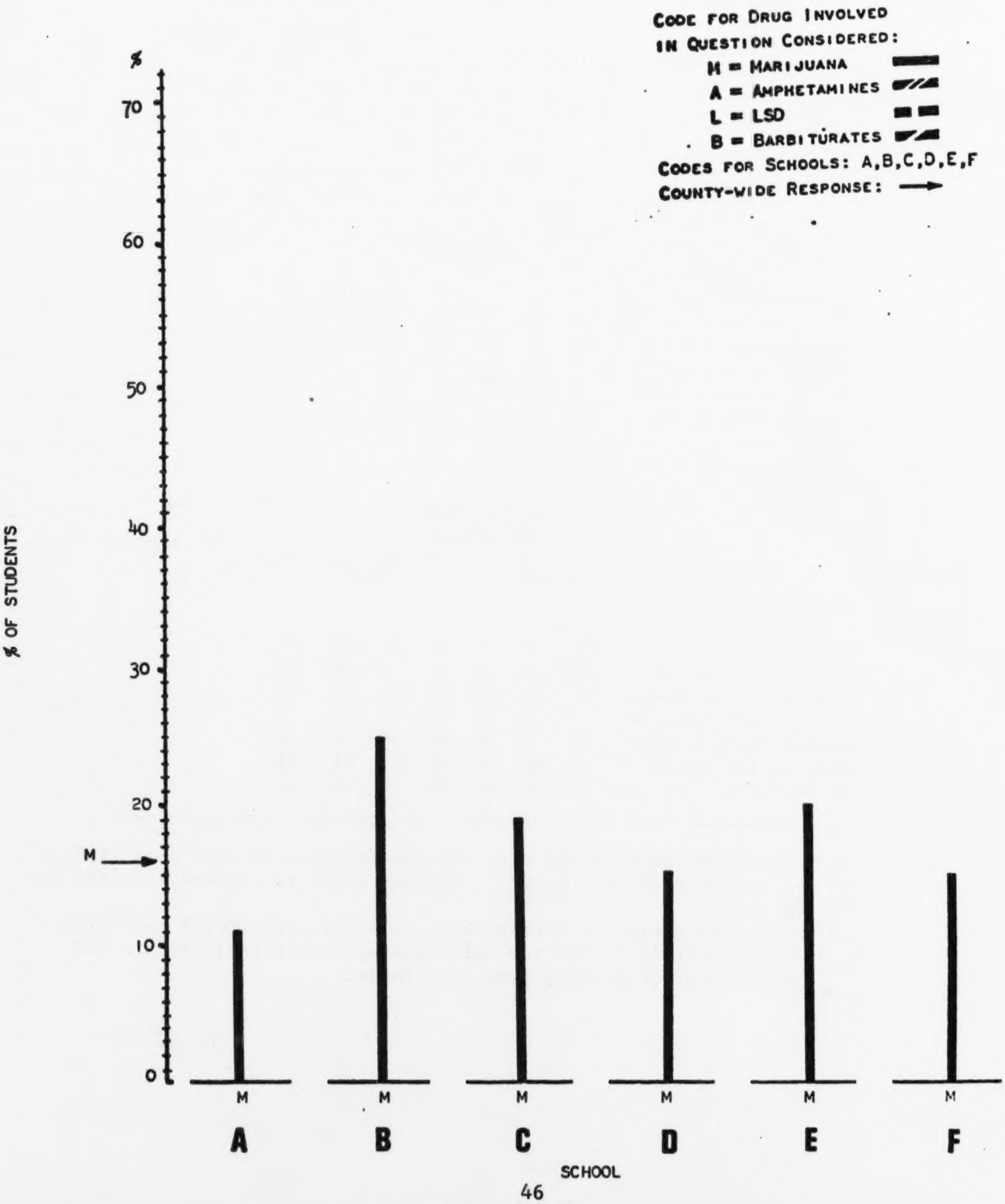
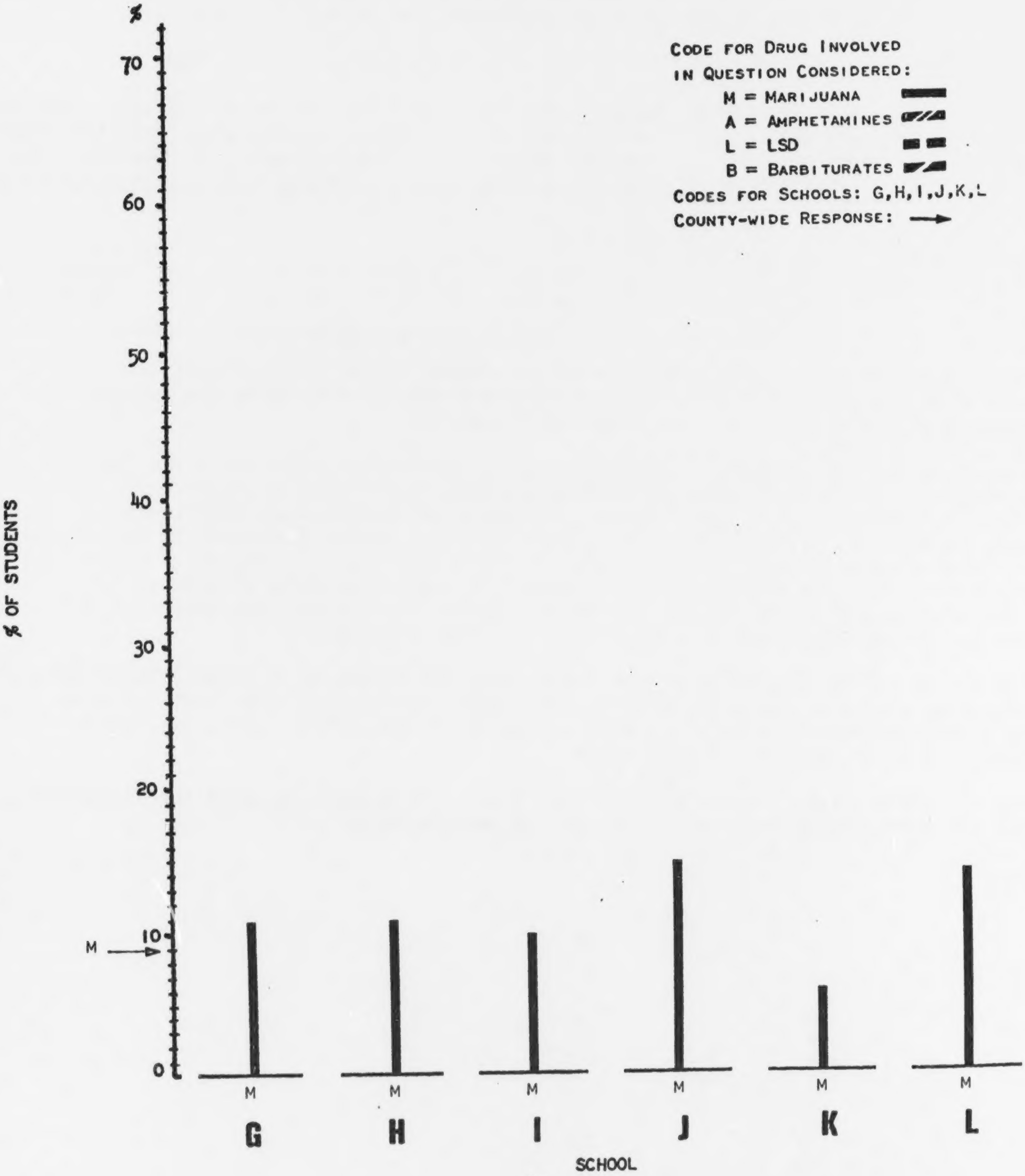


FIGURE 16

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING THE HIGH CLIMATE OPTIONS TO THE QUESTION, "WHAT WAS THE BASIS OF THE ANSWERS THAT YOU HAVE GIVEN IN THIS QUESTIONNAIRE SO FAR REGARDING MARIJUANA?



Perceptions of Dangers of Experimentation With and Using Marijuana

Tables 11 and 12 summarize the responses of the respondents in the two groups of schools to questions on their perceptions of dangers of experimentation and of use of marijuana.

For these questions the "high climate options" were taken to be "no danger" and "slight danger." In the following tabulation the percentages of students in each school selecting either of these options are summed and reflected as one figure.

	Sr. High		Jr. High	
	Per Cent of County Sample Selecting "High Climate Option"	Range in Per Cent Selecting Same Option among the Six Schools	Per Cent of County Sample Selecting "High Climate Option"	Range in Per Cent Selecting Same Option among the Six Schools
Drug:				
Marijuana				
Experimenting	53	42-68	29	14-40
Use	30	18-39	11	3-19

Again, there is here an observed range of percentage of the "high climate options" both above and below the level of the county-wide sample, both among the respondents in the six junior and in the six senior high schools.

Figures 17 and 18 graphically present the responses of the different groups of students to the "high climate options" of the questions being considered here. Figure 17 indicates that for marijuana, for which the among-school differences were significant, High Schools B, C, D were above the county "standard" in choice of "high climate option," and that School F was farthest below. Figure 22 indicates that, for this same question, Schools G, H and L were above the county "standard" in percentage choice, the "high climate option," and that Schools I, J and K -- especially School J -- fell below the county level.

Figures 19 and 20, similarly present graphically the responses to "high climate options" regarding danger of use as opposed to experimentation. Among senior highs as shown in Figure 19, Schools B and C exceeded the county "standard" for marijuana, while Schools A and F fell considerably below.

For the junior highs, Figure 24 shows that Schools G, H and L exceeded the "standard" for marijuana, while Schools I, J and K fell well below it.

TABLE 11

DEGREE OF DANGER ASSOCIATED WITH EXPERIMENTATION WITH MARIJUANA AS PERCEIVED BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS

(Respondents Classified by School and School Level)

Per Cent of Respondents in Each School Selecting Indicated Degree of Danger for Experimentation

Senior High

MARIJUANA

Schools:	A	B	C	D	E	F	M/C*
Degree of Danger							
Strong Danger	24	7	18	16	18	35	19
Moderate Danger	24	20	19	19	23	13	22
Slight Danger**	34	37	23	40	32	30	31
No Danger**	15	31	38	21	17	12	22
I Don't Know	3	4	2	3	8	10	5
No Response	0	1	0	1	2	0	1

Junior High

MARIJUANA

Schools:	G	H	I	J	K	L	M/C*
Degree of Danger							
Strong Danger	35	24	39	47	40	31	35
Moderate Danger	22	28	27	24	31	22	26
Slight Danger**	24	27	19	12	18	28	21
No Danger**	12	13	5	2	3	12	8
I Don't Know	6	4	8	14	7	7	9
No Response	1	4	2	1	1	0	1

*This column reports the data for the county-wide sample of students and can be used as baseline against which to compare the data for tthe schools.

**These double-starred options are, together, considered the "high-climate options." The sum of their values is reflected in the graphic figures accompanying this table.

FIGURE 17

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING THE HIGH CLIMATE OPTIONS TO THE QUESTIONS, "WHAT DEGREE OF DANGER DO YOU FEEL IS CONNECTED WITH EXPERIMENTING WITH MARIJUANA?"

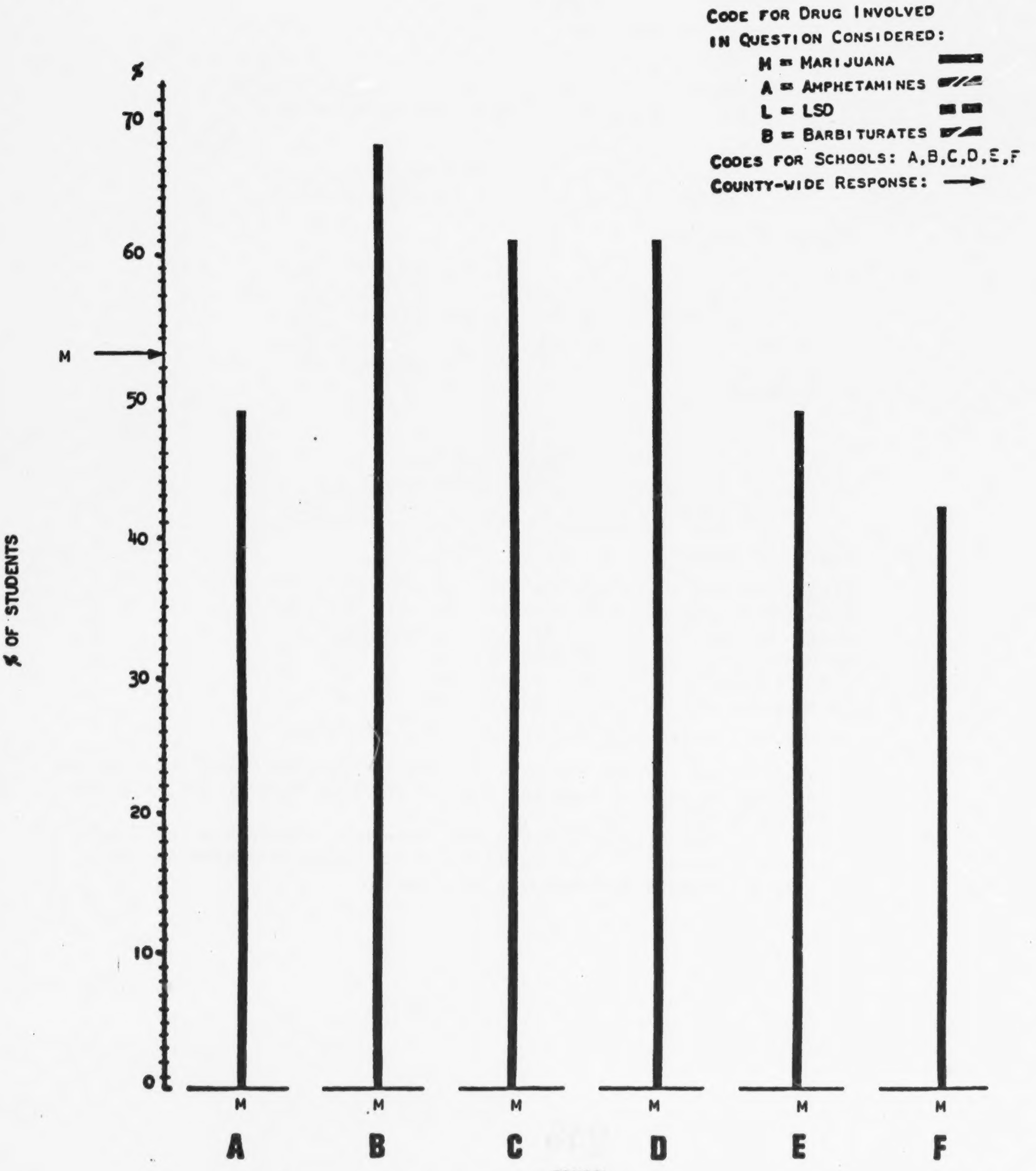


FIGURE 18

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING THE HIGH-CLIMATE OPTIONS TO THE QUESTION, "WHAT DEGREE OF DANGER DO YOU FEEL IS CONNECTED WITH EXPERIMENTING WITH MARIJUANA?"

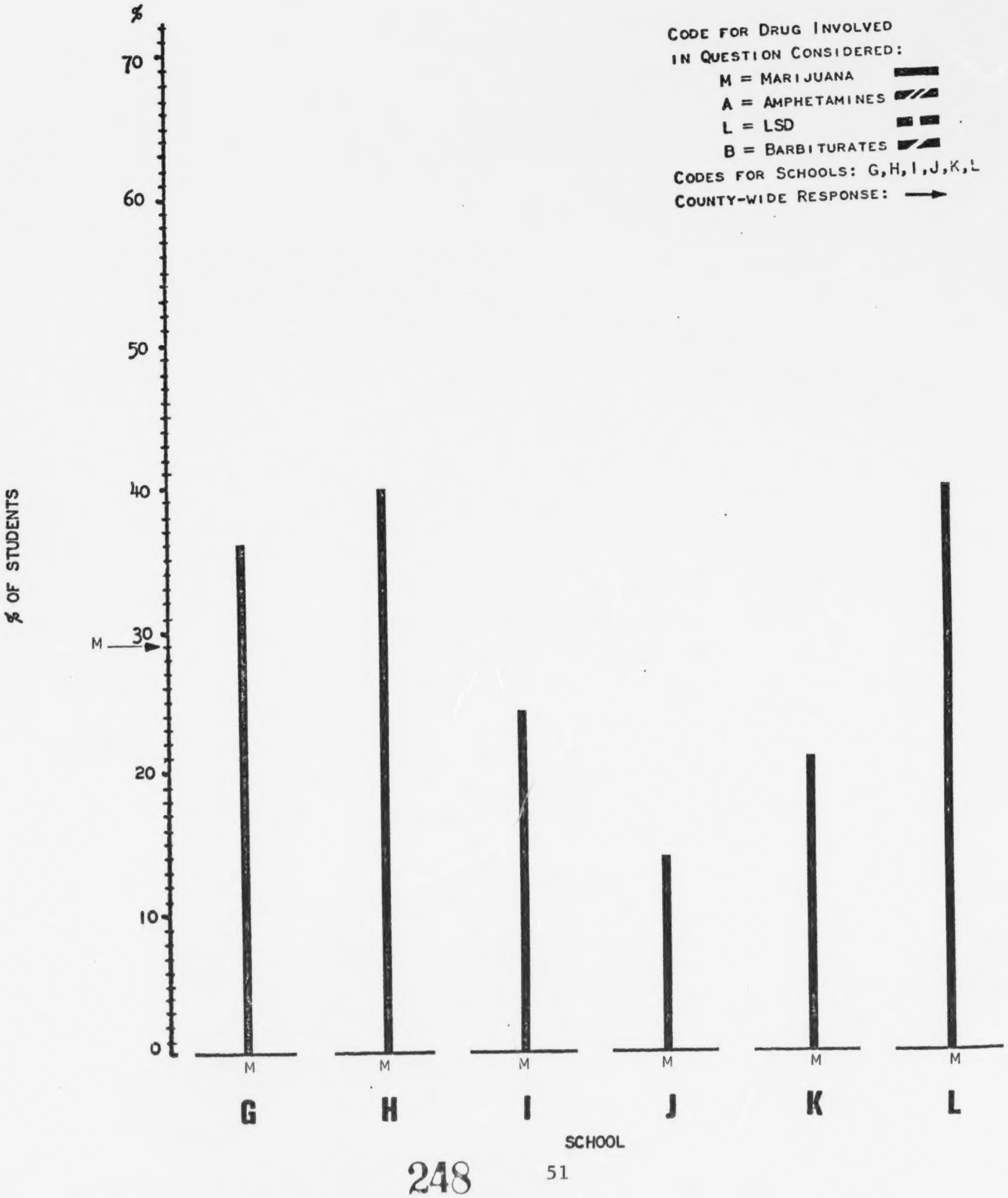


TABLE 12

DEGREE OF DANGER ASSOCIATED WITH REGULAR USE OF MARIJUANA AS PERCEIVED BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS

(Respondents Classified by School and School Level)

Per Cent of Respondents in Each School Selecting Indicated Degree of Danger for Regular Use

Senior High

MARIJUANA

Schools:	A	B	C	D	E	F	M/C*
Degree of Danger							
Strong Danger	52	31	35	42	49	59	43
Moderate Danger	25	26	23	27	16	17	22
Slight Danger**	14	21	17	16	20	14	17
No Danger**	7	18	22	13	7	4	13
I Don't Know	2	2	1	2	7	5	4
No Response	0	2	2	0	1	1	1

Junior High

MARIJUANA

Schools:	G	H	I	J	K	L	M/C*
Degree of Danger							
Strong Danger	65	49	69	69	78	58	63
Moderate Danger	10	25	14	11	12	21	17
Slight Danger**	8	10	5	2	3	12	8
No Danger**	7	9	2	2	0	4	3
I Don't Know	7	4	8	15	6	4	8
No Response	3	3	2	1	1	1	1

*This column reports the data for the county-wide sample of students, and can be used as baseline against which to compare the data for the schools.

**These double-starred options are, together, considered the "high-climate options." The sum of their values is reflected in the graphic figures accompanying this table.

FIGURE 19

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING THE HIGH-CLIMATE OPTIONS TO THE QUESTION, "WHAT DEGREE OF DANGER DO YOU FEEL IS CONNECTED WITH REGULAR USE OF MARIJUANA?"

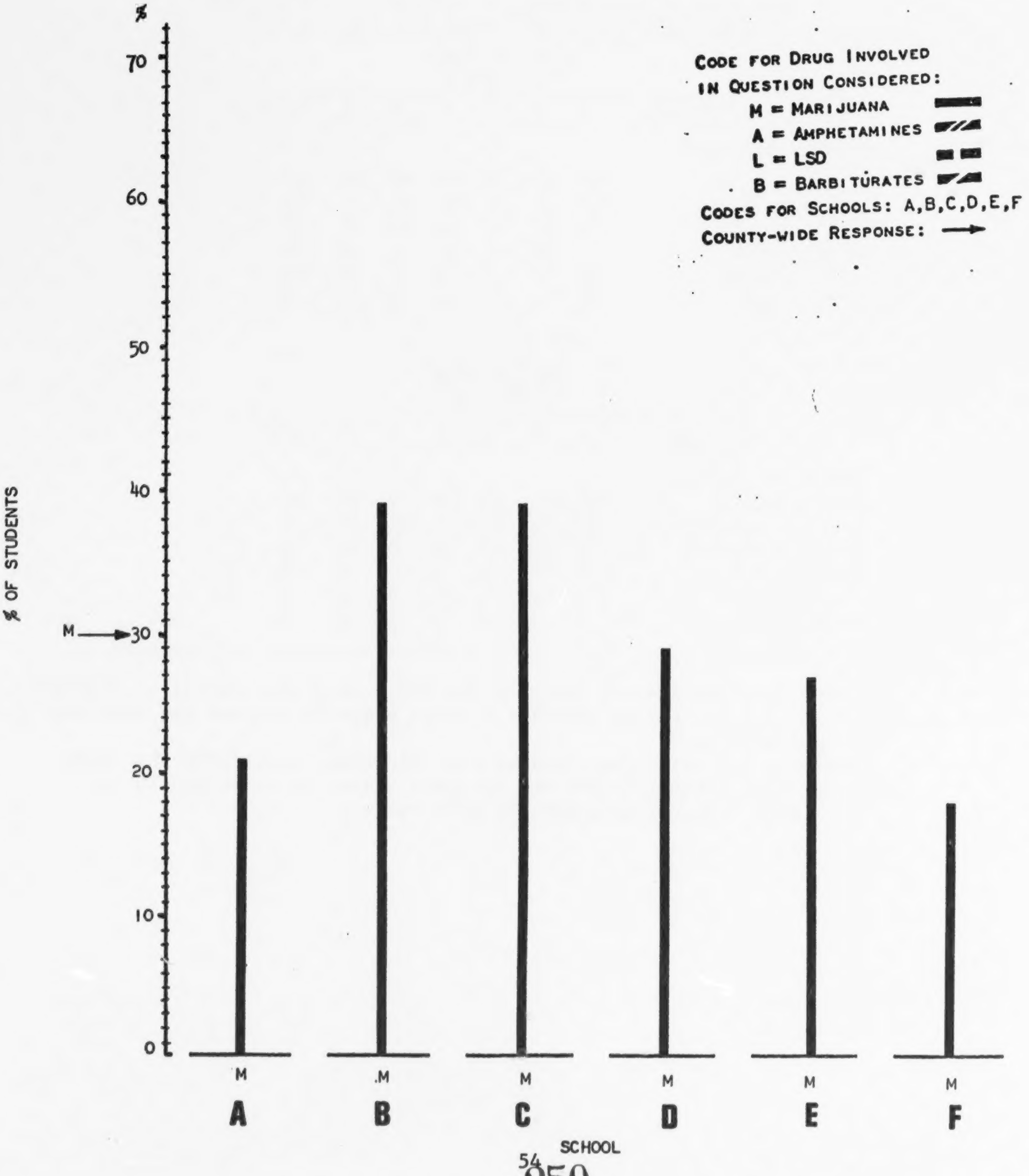
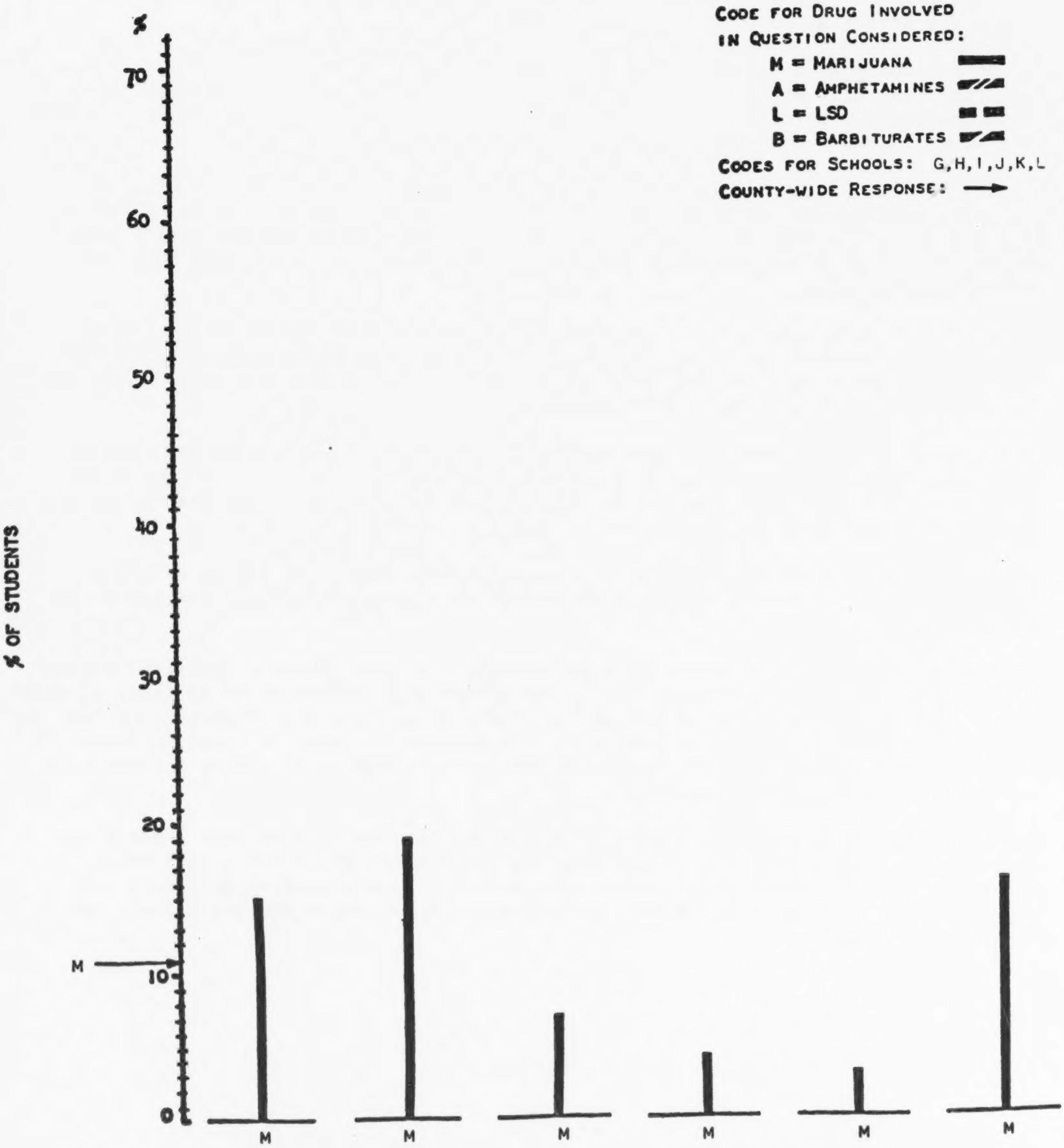


FIGURE 20

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING THE HIGH CLIMATE OPTIONS TO THE QUESTION, "WHAT DEGREE OF DANGER DO YOU FEEL IS CONNECTED WITH REGULAR USE OF MARIJUANA?"



Attitudes toward Need to Change the Law Regarding Use of Drugs

The respondents were asked how they felt about the need to change the law regarding marijuana and amphetamines. The options available were "should be stricter," "should be less strict," "no change needed," or "I don't know." Table 13 and Figures 21 and 22 summarize the responses to these questions for the county-wide sample and for each of the six senior and six junior high schools.

In was assumed that respondents who responded, "should be less strict," indicating that they felt present laws were too harsh, would be more receptive of drugs than those who chose other responses. Therefore, the size of the "should be less strict" vote might be considered an indicator of "climate for drugs."

Table 13 indicates that 44 per cent of the county-wide sample of senior high respondents selected the "high climate option" as regards their perception of the need for change in the law regarding use of marijuana. Among the six senior high schools there was a range from 31 per cent through 54 per cent for this question, regarding marijuana.

Table 13 also indicates that 19 per cent of the county-wide sample in the junior high schools selected the "high climate option" regarding their perception of the need for change in the law regarding use of marijuana, and that the range among the six junior high schools was from seven per cent to 28 per cent.

With regard to amphetamines, 12 per cent of the senior high and seven per cent of the junior high county-wide sample selected the "high climate option." The range among the six senior high schools was seven to 18 per cent and among the six junior high schools was three to 14 per cent.

It is clear from Table 13 that there is considerable range from school to school regarding attitudes toward the need for change in the laws regarding marijuana and amphetamines.

Figures 21 and 22 present these data graphically. Figure 21 makes readily apparent any tendency for the respondents of a given senior high school to be in favor of less strict laws regarding drugs at a higher or lower level than that reported for the baseline county-wide sample of students. For example, it will be noted in Figure 21 that Schools B and C are above county "standard" for both drugs, while Schools A, E and F are below the county standard.

For the junior high schools, Figure 22 indicates, similarly, that some schools are consistently higher than the county response and others consistently fall below it, regarding feeling about the need for change in the laws regarding marijuana and amphetamines. Schools G and H are consistently higher, while Schools K and J are consistently lower.

TABLE 13

FEELINGS OF RESPONDENTS IN TWELVE SECONDARY SCHOOLS ABOUT THE NEED TO CHANGE THE LAW REGARDING THE USE OF MARIJUANA AND AMPHETAMINES

(Respondents Classified by School and School Level)

Per Cent of Respondents in Each School Selecting Each Type of Law Change

Senior High

Drugs:	MARIJUANA							AMPHETAMINES						
Schools:	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*
Type of Change Needed														
Should be Stricter	49	30	32	29	48	47	38	53	36	39	48	59	51	46
Should be Less Strict	34	54	52	49	41	31	44	10	18	18	7	7	9	12
No Change Needed	9	6	9	9	6	7	8	17	12	20	13	15	12	14
I Don't Know	8	9	7	12	3	15	10	20	32	22	30	18	28	27
No Response	0	1	0	1	2	0	0	0	2	1	2	1	0	11

Junior High

Drugs:	MARIJUANA							AMPHETAMINES						
Schools:	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*
Type of Change Needed														
Should be Stricter	51	50	65	63	72	56	57	50	43	58	61	58	50	51
Should be Less Strict	25	28	13	10	7	24	19	14	9	7	4	3	8	7
No Change Needed	12	6	9	8	10	11	10	10	15	6	7	7	12	10
I Don't Know	11	13	12	18	11	9	13	25	29	28	28	32	30	30
No Response	1	3	1	1	0	0	1	1	4	1	0	0	0	2

*This column reports the data for the county-wide sample of students, and can be used as baseline against which to compare the data for the schools.

**This double-starred choice of answers is considered the "high-climate option" and is the option reflected in the graphic figures accompanying this table.

FIGURE 21

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING THE HIGH CLIMATE OPTION TO THE QUESTIONS, "DO YOU FEEL THERE IS A NEED TO CHANGE THE LAW REGARDING USE OF: 1. MARIJUANA, 2. AMPHETAMINES?"

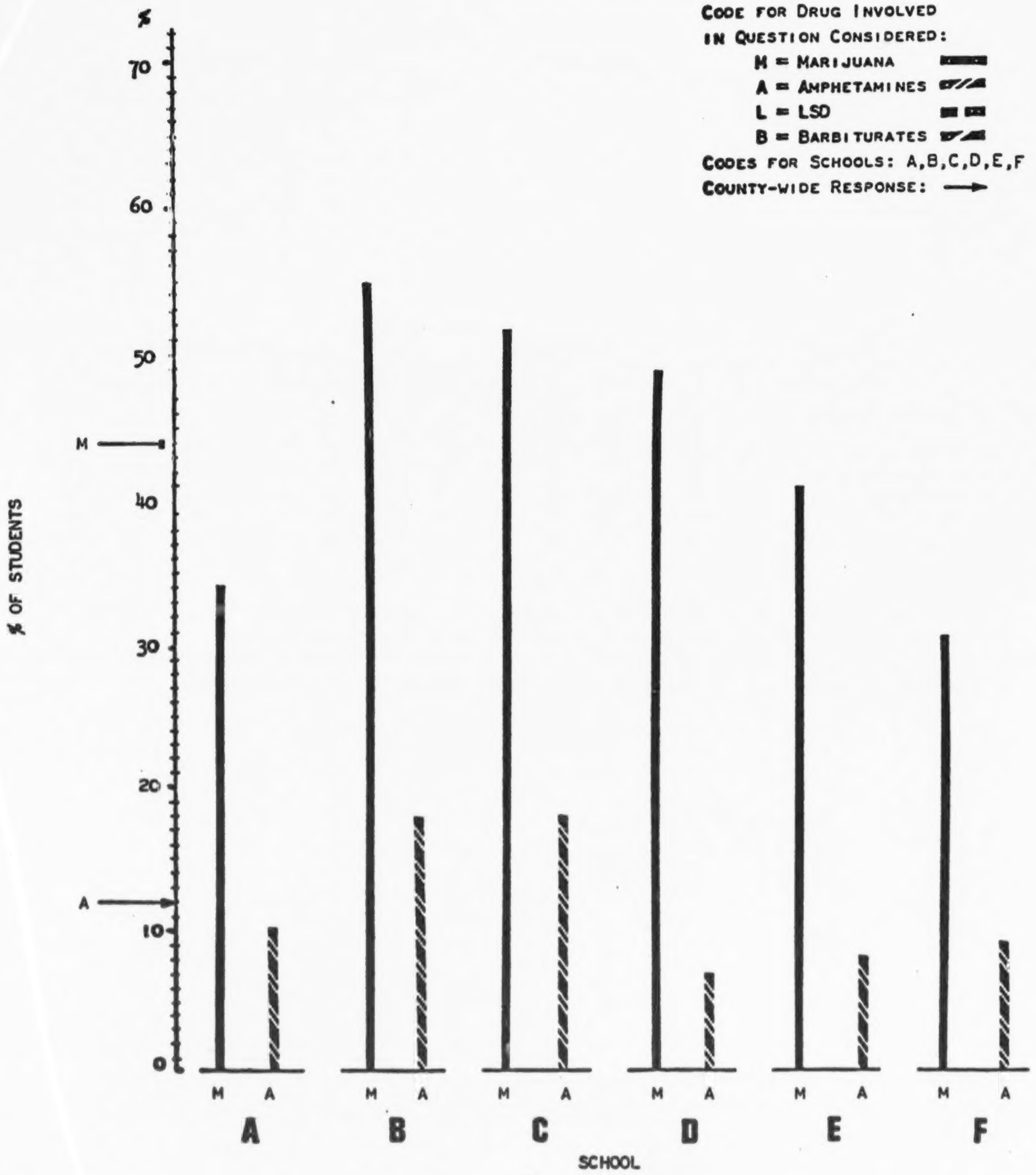
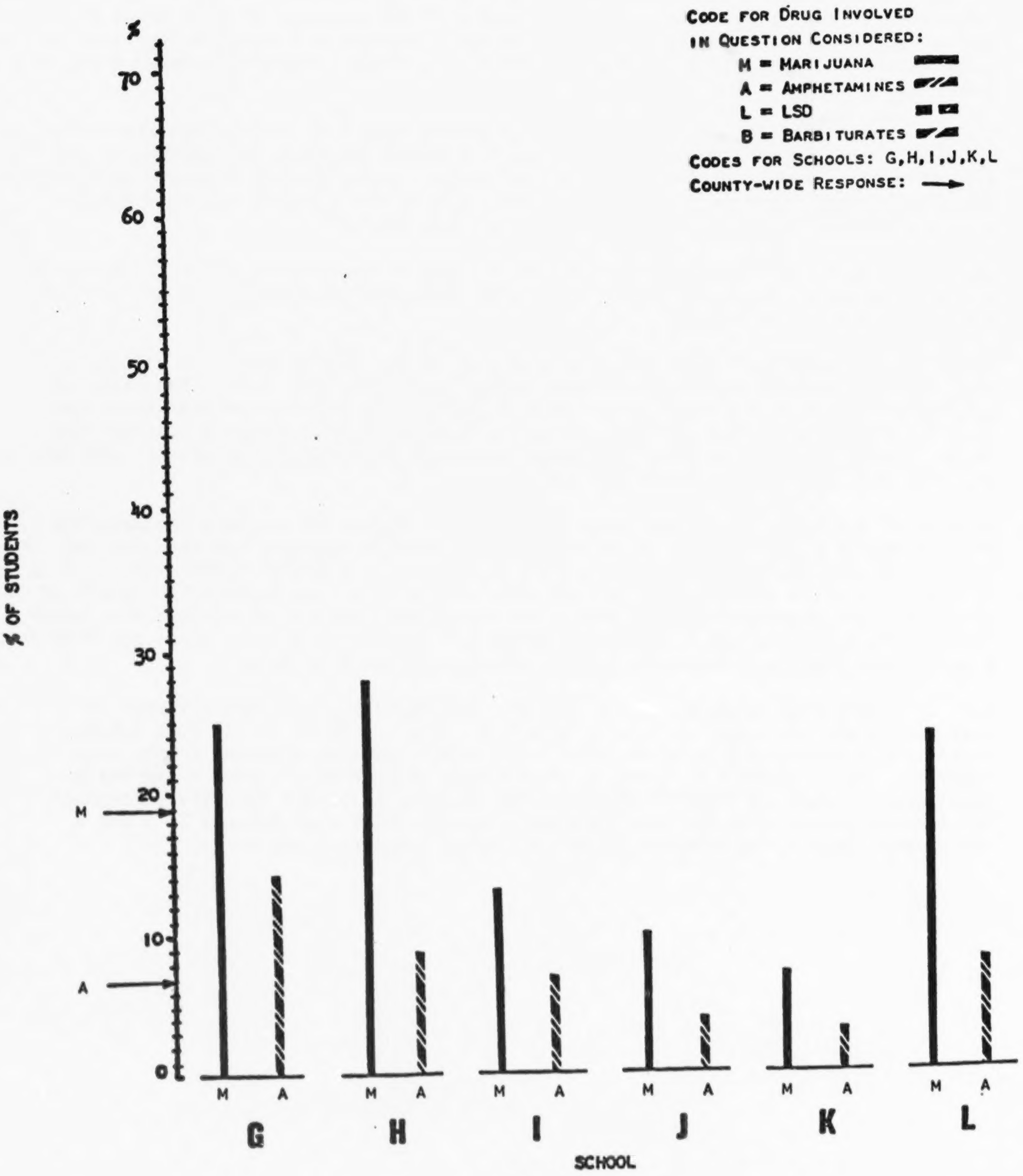


FIGURE 22

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING THE HIGH CLIMATE OPTION TO THE QUESTIONS, "DO YOU FEEL THERE IS A NEED TO CHANGE THE LAW REGARDING USE OF 1. MARIJUANA, 2. AMPHETAMINES?"



Type of Help Needed by Users of Marijuana and LSD as Perceived by Respondents in Twelve Senior High Schools

Table 14 is a summarization of the responses of the students in the 12 schools to the question, "What kind of help do you think teenagers need who use marijuana and LSD?" The students were given the option of checking "no help needed," "psychological counseling," "discussion in school," "religious counseling," "family counseling," "stricter enforcement," and "I don't know." It was inferred for purposes of this study that a choice of the option "no help needed" indicated a general acceptance on the part of the respondents of the use of drugs and thus denoted a "high climate" for drugs among such respondents.

Table 14 shows that 26 per cent of the county-wide sample of senior high school respondents selected the "high climate option" in regard to their perceptions of the type of help needed by students who use marijuana. Among the six senior high schools there was a range from 16 per cent to 36 per cent of the students in these schools who selected the "high climate option" of "no help needed."

The selection of the "high climate option" for LSD by county-wide senior high school students amount to seven per cent. The range among the six schools for LSD is from two per cent to 13 per cent.

Table 14 also indicates that only nine per cent of the county sample in the junior high schools selected the "high climate option" regarding help needed for users of marijuana, and that the range among the six junior high schools was from three per cent to 17 per cent. The per cent of the county-wide sample students selected the "high climate option" for LSD. The range among the six junior high schools for LSD was from zero per cent to seven per cent.

Figures 23 and 24 present these data graphically. Figure 23 presents the data for the six senior high schools. This figure makes readily apparent any tendency for the respondents in a given school to feel to a greater or lesser extent that no help is needed by users of marijuana and LSD than did the baseline county-wide sample of students. For example Schools B and C, as noted, were consistently above the county "standard"; Schools A and D fluctuated above and below the baseline data; and Schools E and F were regularly below the county-wide figure for both drugs.

For the junior high schools, Figure 24 indicates similarly that the per cent of respondents who feel that no help is needed by users of drugs is, in some schools, consistently larger and in other cases consistently smaller than the county-wide response. Thus, Schools G, H and L, in the case of both drugs, have a regularly greater percentage of students who feel that no help is needed than the percentage of students county-wide who feel this way. On the other hand Schools I, J and K are either close to or somewhat below the county baseline figures.

TABLE 14

TYPE OF HELP NEEDED BY USERS OF MARIJUANA AND LSD AS PERCEIVED BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS

(Respondents Classified by School and School Level)

Per Cent of Respondents in Each School Indicating type of Help Needed by Users of Named Drug

Senior High

Drugs:	MARIJUANA							LSD						
Schools:	A	B	C	D	E	F	M/C*	A	B	C	D	E	F	M/C*
Type of Help														
No Help Needed**	16	33	36	27	22	17	26	3	12	13	6	2	4	7
Psych. Counseling	27	15	18	26	22	22	22	44	37	35	44	37	34	40
Dis. in School	7	9	8	9	4	11	8	5	7	9	4	4	5	6
Rel. Counseling	7	3	1	2	3	1	2	5	5	0	2	3	1	2
Family Counseling	8	8	10	9	10	11	10	4	3	7	4	4	8	5
Stricter Enforcement	19	9	11	12	14	21	12	20	11	14	14	19	24	15
I Don't Know	10	13	8	10	19	13	14	12	18	14	17	26	16	18
No Response	6	10	8	5	6	4	6	7	7	8	9	5	8	7

Junior High

Drugs:	MARIJUANA							LSD						
Schools:	G	H	I	J	K	L	M/C*	G	H	I	J	K	L	M/C*
Type of Help														
No Help Needed**	15	17	6	4	3	16	9	5	6	1	3	0	7	3
Psych. Counseling	27	19	19	26	38	26	26	32	31	28	28	46	32	33
Dis. in School	7	12	13	6	6	12	8	6	3	8	4	5	13	6
Rel. Counseling	2	2	1	1	1	2	2	1	2	3	2	1	3	2
Family Counseling	13	9	11	13	8	15	11	16	7	5	10	5	8	9
Stricter Enforcement	13	15	16	16	23	17	17	14	17	23	19	22	15	18
I Don't Know	18	20	25	26	18	9	22	22	25	24	25	17	19	24
No Response	5	6	9	8	3	3	5	4	9	8	9	4	3	5

*This column reports the data for the county-wide sample of students, and can be used as a baseline against which to compare the data for the schools.

**This double-starred choice of answers is considered the "high-climate option" and is the option reflected in the graphic figures accompanying this table.

FIGURE 23

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING THE HIGH CLIMATE OPTION TO THE QUESTIONS, "WHAT KIND OF HELP DO YOU THINK TEENAGERS NEED WHO USE: 1. MARIJUANA, 2. LSD?"

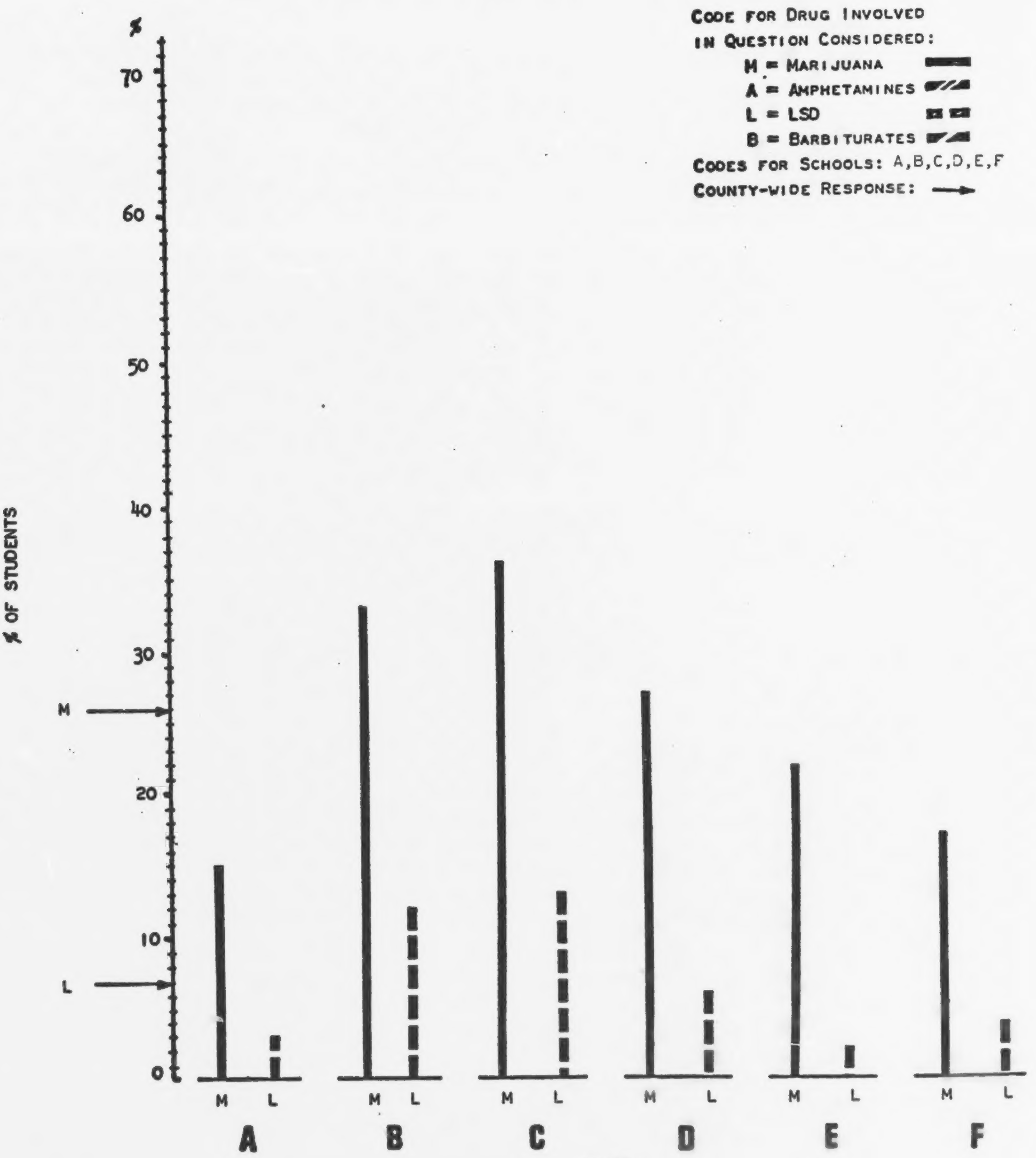
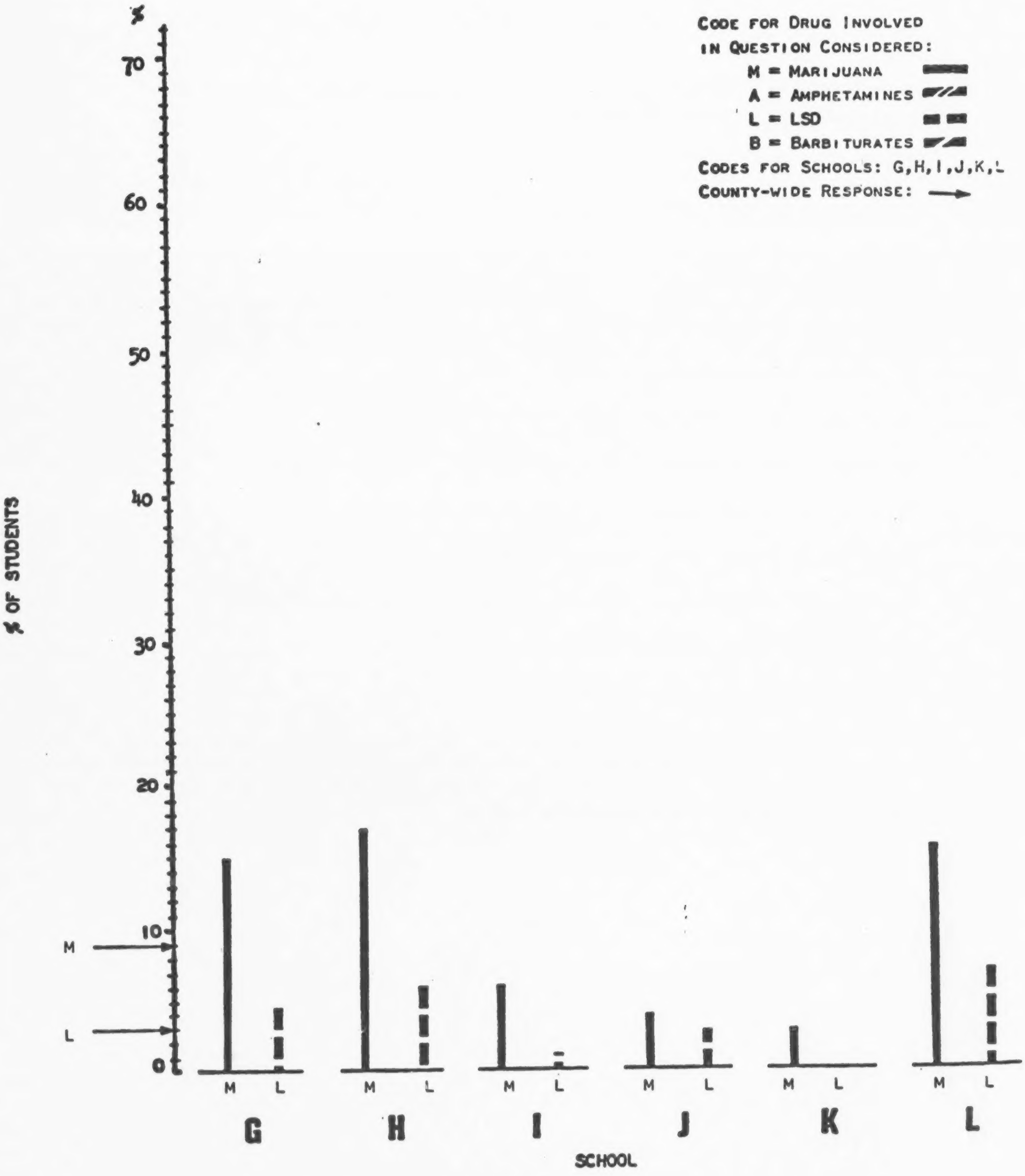


FIGURE 24

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING THE HIGH CLIMATE OPTION TO THE QUESTIONS, "WHAT KIND OF HELP DO YOU THINK TEENAGERS NEED WHO USE: 1. MARIJUANA, 2. LSD?"



Estimates of Relationship between Drug Use and Seven Possible Effects of Use

The survey instrument contained 43 questions designed to assess the social and psychological aspects of drug use. These questions fell into Category 7 which may be divided into the following four groups:

1. Feelings about different types of peers(i.e., moderates, long-hair types, etc.).
2. Social factors influencing people to use drugs (i.e., television, magazines, papers and friends).
3. Effects of drug use.
4. Causes and reasons for drug use.

The usefulness of the questions in each of the four groups for comparing "climate for drugs" in a school was determined. None of the questions in groups 1 and 2 met the criteria identified in Section I. Non-equivocal "high climate options" could not be identified for the questions in group 4 since arguments were found supporting mutually exclusive interpretations. Seven questions in group 3 met the criteria set up in Section I. These seven questions are:

1. Do drugs cause increased awareness?
2. Do drugs cause pleasant hallucinations?
3. Does use of drugs cause dropping out of school?
4. Does use of drugs cause poorer grades?
5. Does use of drugs cause loss of friends who are not users?
6. Does use of drugs cause crime?
7. Does use of drugs cause immorality?

The responses to these seven questions made by the respondents in the six junior and six senior high schools are presented in tabular form on Tables 15 through 21 and in graphic form on Figures 25 through 38. The county-wide response and the junior and senior high school ranges are summarized here:

	Sr. High		Jr. High	
	Per Cent of County Sample Selecting "High Climate Option"	Range in Per Cent Selecting Same Option among the Six Schools	Per Cent of County Sample Selecting "High Climate Option"	Range in Per Cent Selecting Same Option among the Six Schools
Causes:				
Increased awareness	19	13-26	14	10-18
Pleasant hallucinations	33	24-45	20	9-28
Dropping out of school	23	14-36	11	7-15
Poorer grades	20	12-36	11	8-16
Loss of friends who are non-users	23	13-33	11	6-18
Crime	13	6-25	7	4-11
Immorality	23	16-34	13	6-21

The possible responses for each of the above questions are "very much," "somewhat," "not much," "not at all" or "I don't know." It was assumed that respondents who selected "very much" or "somewhat" for the questions involving increased awareness and pleasant hallucinations and "not much" or "not at all" for the other questions were more receptive to permissiveness in relation to drug use than those who chose other responses. Therefore, the total of the combined responses to these pairs of "high climate options" for each question is here considered the indicator of "climate for drugs."

Increased awareness and pleasant hallucinations may be considered as positive effects of drug use while the other effects are negative. The figures for the six senior high schools on these seven items (Figures 25, 27, 29, 31, 33, 35, 37) show that Schools B and C are consistently above the county-wide response and Schools A and F are below. School D is below three times and above four while School E is below six times and equal to the county sample once. Among the six junior high schools, (Figures 26, 28, 30, 32, 34, 36, 38) School H is always above the junior high county-wide sample, Schools G and L fall below only once while Schools J and K are above only once. School I is below four times and above three.

The schools maintain the same relative position with regard to the county mean that they have on the other types of questions indicating that the items are all measuring "climate for drugs" in terms of a consistent frame of reference.

TABLE 15

EXTENT TO WHICH USE OF DRUGS CAUSES INCREASED AWARENESS AS PERCEIVED BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS
(Respondents Classified by School and School Level)

Per Cent of Respondents in Each School Indicating Degree

Senior High

CAUSE INCREASED AWARENESS

Degree	School: A	B	C	D	E	F	M/C*
Very Much**	5	7	11	2	3	7	7
Somewhat**	12	19	13	11	10	8	12
Not Much	7	9	13	12	11	13	10
Not At All	30	24	24	37	28	19	26
I Don't Know	41	32	38	37	45	47	41
No Response	5	9	1	1	3	6	4

Junior High

CAUSE INCREASED AWARENESS

Degree	School: G	H	I	J	K	L	M/C*
Very Much**	7	5	8	3	6	5	5
Somewhat**	10	13	9	7	5	6	9
Not Much	5	3	11	8	7	9	6
Not At All	32	26	23	22	35	26	26
I Don't Know	41	46	46	57	43	39	48
No Response	5	7	3	3	4	15	6

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*This column reports the data for the county-wide sample of students, and can be used as a baseline against which to compare the data for the schools.

**These double-starred options are, together, considered the "high-climate options." The sum of their values is reflected in the graphic figures accompanying this table.

TABLE 16

EXTENT TO WHICH USE OF DRUGS CAUSES PLEASANT HALLUCINATIONS AS PERCEIVED BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS

(Respondents Classified by School and School Level)

Per Cent of Respondents in Each School Indicating Degree

Senior High

Degree	PLEASANT HALLUCINATIONS Schools: A	B	C	D	E	F	M/C*
Very Much**	7	10	11	7	10	7	7
Somewhat**	19	35	33	29	15	17	26
Not Much	12	9	12	14	18	12	11
Not At All	11	4	7	2	7	7	8
I Don't Know	46	33	36	47	47	50	44
No Response	5	9	1	1	3	7	4

Junior High

Degree	PLEASANT HALLUCINATIONS Schools: G	H	I	J	K	L	M/C*
Very Much**	4	11	3	2	4	8	6
Somewhat**	20	17	18	7	15	16	14
Not Much	7	10	8	12	13	5	9
Not At All	19	9	20	17	21	17	15
I Don't Know	44	46	49	58	43	40	50
No Response	6	7	2	4	4	14	6

*This column reports the data for the county-wide sample of students, and can be used as a baseline against which to compare the data for the schools.

**These double-starred options are, together, considered the "high-climate options." The sum of their values is reflected in the graphic figures accompanying this table.

TABLE 17

EXTENT TO WHICH USE OF DRUGS CAUSES DROPPING OUT OF SCHOOL AS PERCEIVED BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS

(Respondents Classified by School and School Level)

Per Cent of Respondents in Each School Indicating Degree

Senior High

DROPPING OUT OF SCHOOL

Degree	A	B	C	D	E	F	M/C*
Very Much	16	7	7	16	17	17	13
Somewhat	35	30	32	34	31	33	32
Not Much**	13	22	27	15	17	12	17
Not At All**	3	8	9	7	3	2	6
I Don't Know	29	22	25	27	29	30	28
No Response	4	11	0	1	3	6	4

Junior High

DROPPING OUT OF SCHOOL

Schools:	G	H	I	J	K	L	M/C*
Very Much	24	17	26	29	32	27	24
Somewhat	27	31	34	33	33	21	31
Not Much**	11	10	8	6	8	12	8
Not At All**	2	5	7	1	1	2	3
I Don't Know	28	30	22	27	22	24	28
No Response	8	7	3	4	4	14	6

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*This column reports the data for the county-wide sample of students, and can be used as a baseline against which to compare the data for the schools.

**These double-starred options are, together, considered the "high-climate options." The sum of their values is reflected in the graphic figures accompanying this table.

TABLE 18

EXTENT TO WHICH USE OF DRUGS CAUSES POORER GRADES AS PERCEIVED BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS

(Respondents Classified by School and School Level)

Per Cent of Respondents in Each School Indicating Degree

Senior High

CAUSE POORER GRADES

Degree	School: A	B	C	D	E	F	M/C*
Very Much	25	13	16	24	20	19	19
Somewhat	34	36	27	29	25	30	29
Not Much	9	13	27	15	14	9	13
Not At All	3	8	9	4	6	6	7
I Don't Know	25	19	21	27	32	30	28
No Response	4	11	0	1	3	6	4

Junior High

CAUSE POORER GRADES

Degree	School: G	H	I	J	K	L	M/C*
Very Much	29	23	38	36	47	30	32
Somewhat	22	26	22	22	22	19	22
Not Much**	11	9	4	6	5	10	7
Not At All**	4	7	6	2	4	3	4
I Don't Know	27	28	27	31	18	24	29
No Response	7	7	3	3	4	14	6

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*This column reports the data for the county-wide sample of students, and can be used as a baseline against which to compare the data for the schools.

**These double-starred options are, together, considered the "high-climate options." The sum of their values is reflected in the graphic figures accompanying this table.

TABLE 19

EXTENT TO WHICH USE OF DRUGS CAUSES LOSS OF FRIENDS WHO ARE NON-USERS AS PERCEIVED BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS

(Respondents Classified by School and School Level)

Per Cent of Respondents in Each School
Indicating Degree

Senior High

CAUSE LOSS OF FRIENDS WHO ARE NON-USERS

Schools:	A	B	C	D	E	F	M/C*
Very Much	34	17	21	23	29	25	23
Somewhat	26	26	33	28	29	28	29
Not Much**	12	14	18	17	7	15	14
Not At All**	8	16	15	9	6	4	9
I Don't Know	16	16	13	22	25	22	21
No Response	4	11	0	1	4	6	4

Junior High

CAUSE LOSS OF FRIENDS WHO ARE NON-USERS

Schools:	G	H	I	J	K	L	M/C*
Very Much	23	27	42	34	50	22	35
Somewhat	24	26	23	24	22	24	21
Not Much**	8	11	3	4	6	15	6
Not At All**	9	5	3	3	1	3	5
I Don't Know	29	25	26	31	17	20	26
No Response	7	7	3	4	4	16	7

*This column reports the data for the county-wide sample of students, and can be used as a baseline against which to compare the data for the schools.

**These double-starred options are, together, considered the "high-climate options." The sum of their values is reflected in the graphic figures accompanying this table.

TABLE 20

EXTENT TO WHICH USE OF DRUGS CAUSES CRIME AS PERCEIVED BY RESPONDENTS IN TWELVE SECONDARY SCHOOLS
(Respondents Classified by School and School Levels)

Per Cent of Respondents in Each School Indicating Degree

Senior High

CRIME

Degree	Schools: A	B	C	D	E	F	M/C*
Very Much	53	34	31	45	42	47	41
Somewhat	20	25	31	28	27	26	27
Not Much**	8	11	19	10	8	0	9
Not At All**	1	6	6	4	3	5	4
I Don't Know	14	13	12	12	18	15	15
No Response	4	11	1	1	2	7	4

Junior High

CRIME

Degree	Schools: G	H	I	J	K	L	M/C*
Very Much	43	38	49	50	58	45	44
Somewhat	23	30	23	17	24	19	22
Not Much**	8	4	4	4	4	5	5
Not At All**	3	6	1	1	0	3	2
I Don't Know	17	15	19	24	10	14	20
No Response	6	7	4	4	4	14	7

*This column reports the data for the county-wide sample of students, and can be used as a baseline against which to compare the data for the schools.

**These double-starred options are, together, considered the "high-climate options." The sum of their values is reflected in the graphic figures accompanying this table.

TABLE 21

EXTENT TO WHICH USE OF DRUGS CAUSES IMMORALITY AS PERCEIVED BY RESPONDENTS IN TWELVE SECONARY SCHOOLS

(Respondents Classified by School and School Level)

Per Cent of Respondents-in Each School Indicating Degree

Senior High
IMMORALITY

Degree	A	B	C	D	E	F	M/C*
Very Much	16	12	12	16	17	13	15
Somewhat	21	26	22	23	21	26	22
Not Much**	11	12	18	14	10	9	11
Not At All**	8	15	16	12	8	7	12
I Don't Know	39	23	31	34	42	39	35
No Response	5	12	1	1	2	6	5

Junior High
IMMORALITY

Degree	G	H	I	J	K	L	M/C*
Very Much	10	13	12	14	18	13	11
Somewhat	19	17	14	12	12	10	14
Not Much**	3	9	2	7	6	14	6
Not At All**	8	9	4	7	8	7	7
I Don't Know	52	44	65	55	52	42	55
No Response	8	8	3	5	4	14	7

*This column reports the data for the county-wide sample of students, and can be used as a baseline against which to compare the data for the schools.

**These double-starred options are, together, considered the "high-climate options." The sum of their values is reflected in the graphic figures accompanying this table.

FIGURE 25

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING HIGH-CLIMATE OPTIONS TO THE QUESTION, "DO DRUGS CAUSE INCREASED AWARENESS?"

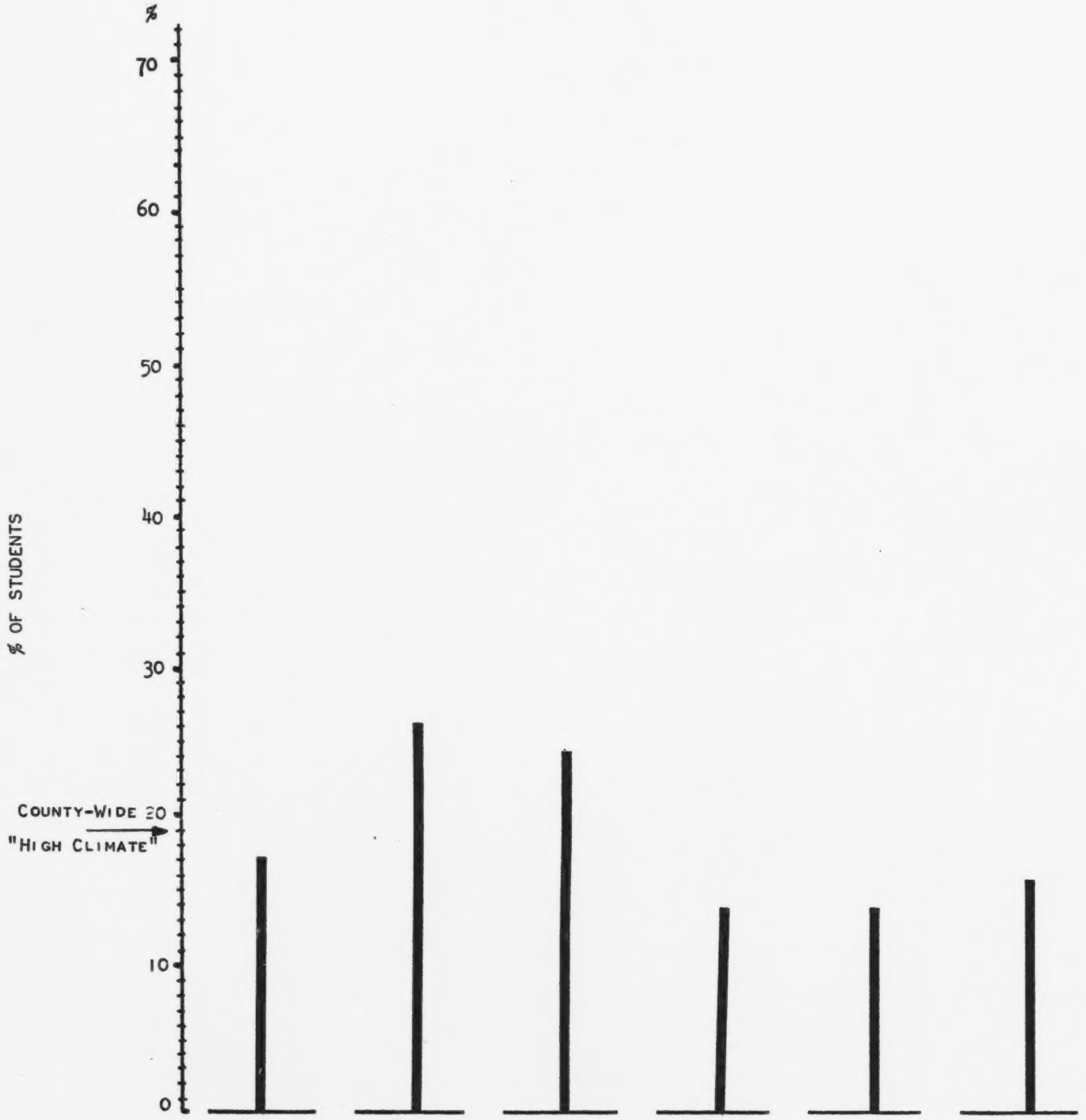


FIGURE 26

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING HIGH-CLIMATE OPTIONS TO THE QUESTION, "DO DRUGS CAUSE INCREASED AWARENESS?"

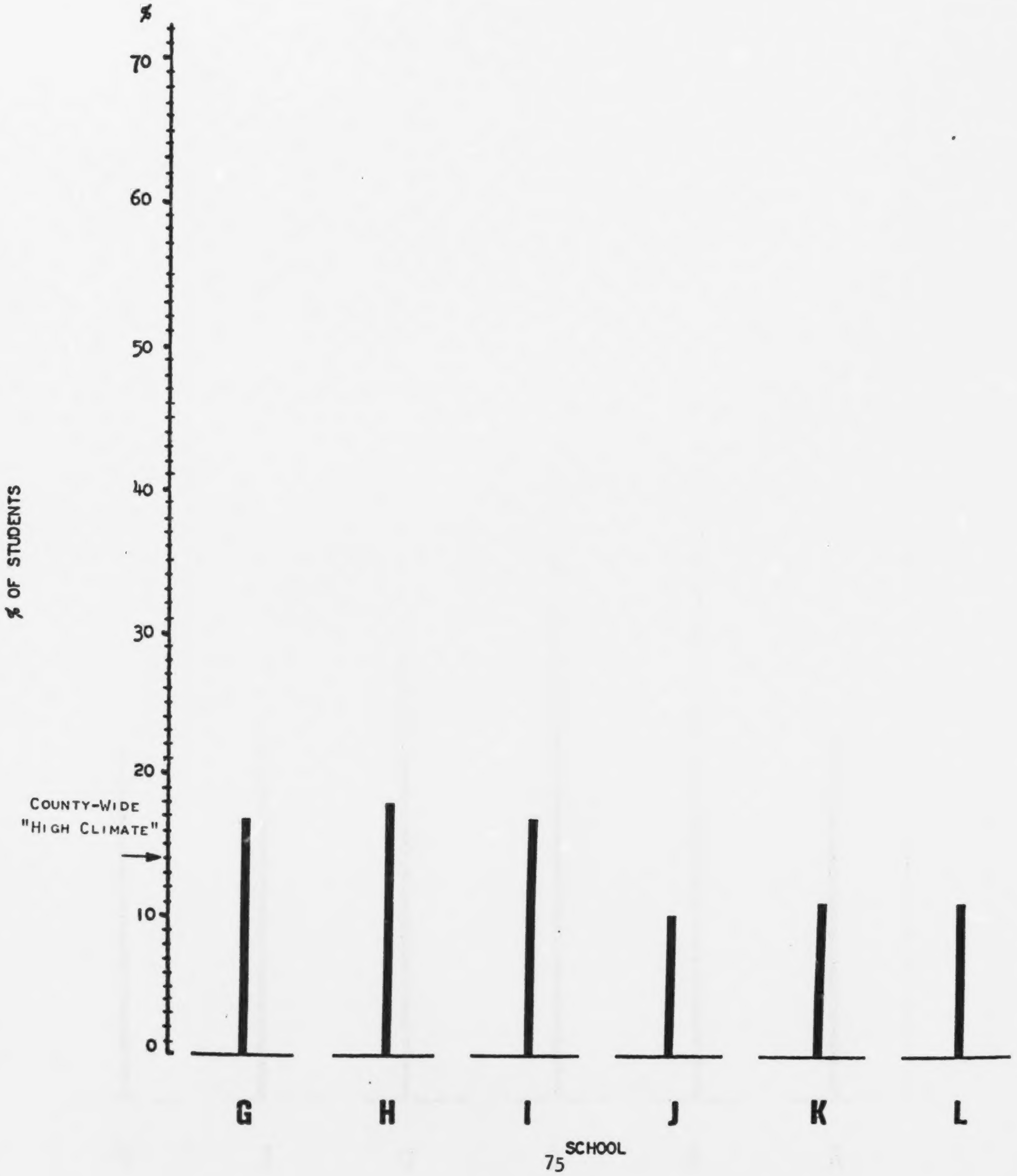


FIGURE 27

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING HIGH-CLIMATE OPTIONS TO THE QUESTION, "DO DRUGS CAUSE PLEASANT HALLUCINATIONS?"

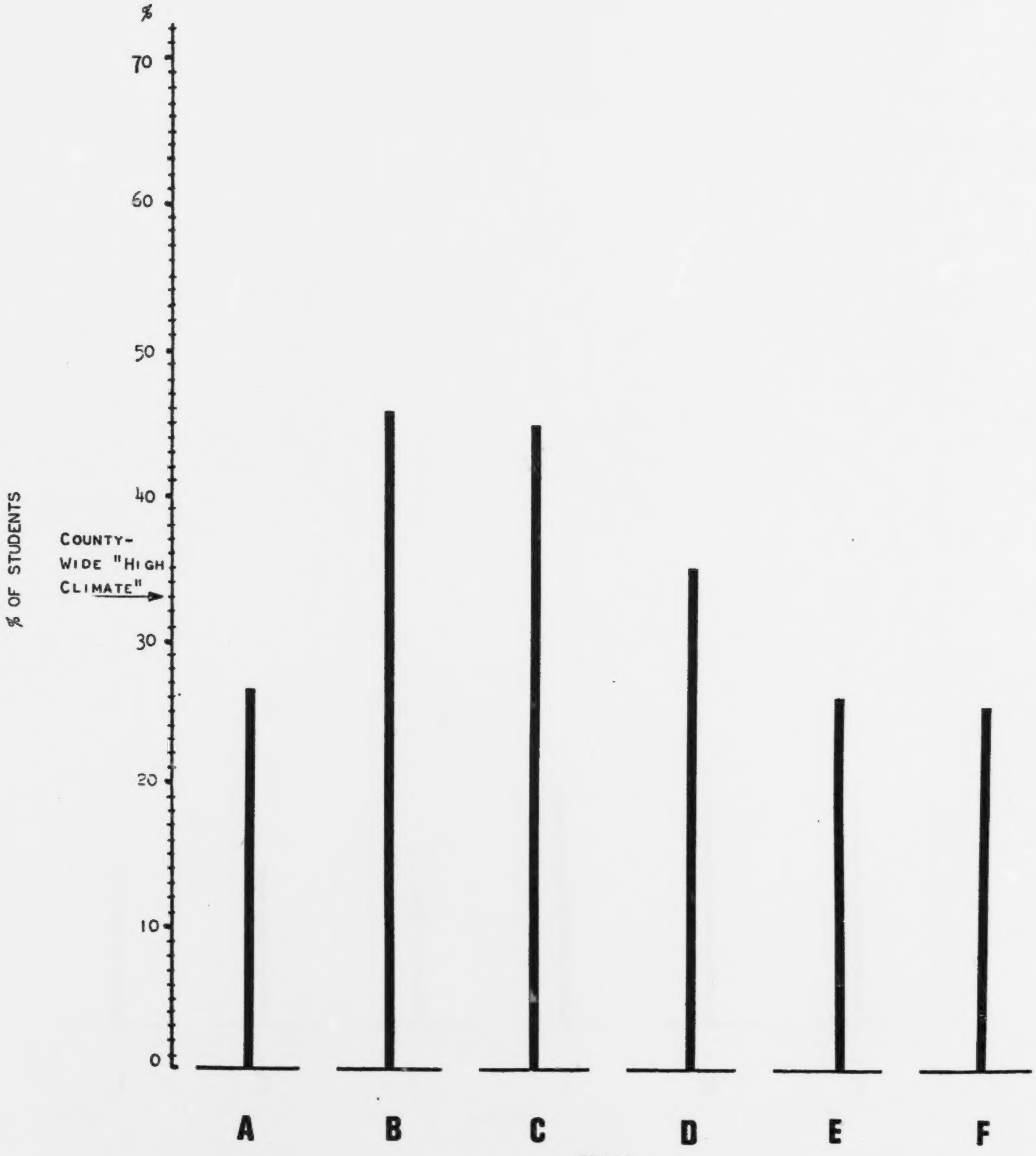


FIGURE 28

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING HIGH-CLIMATE OPTIONS TO THE QUESTION, "DO DRUGS CAUSE PLEASANT HALLUCINATIONS?"

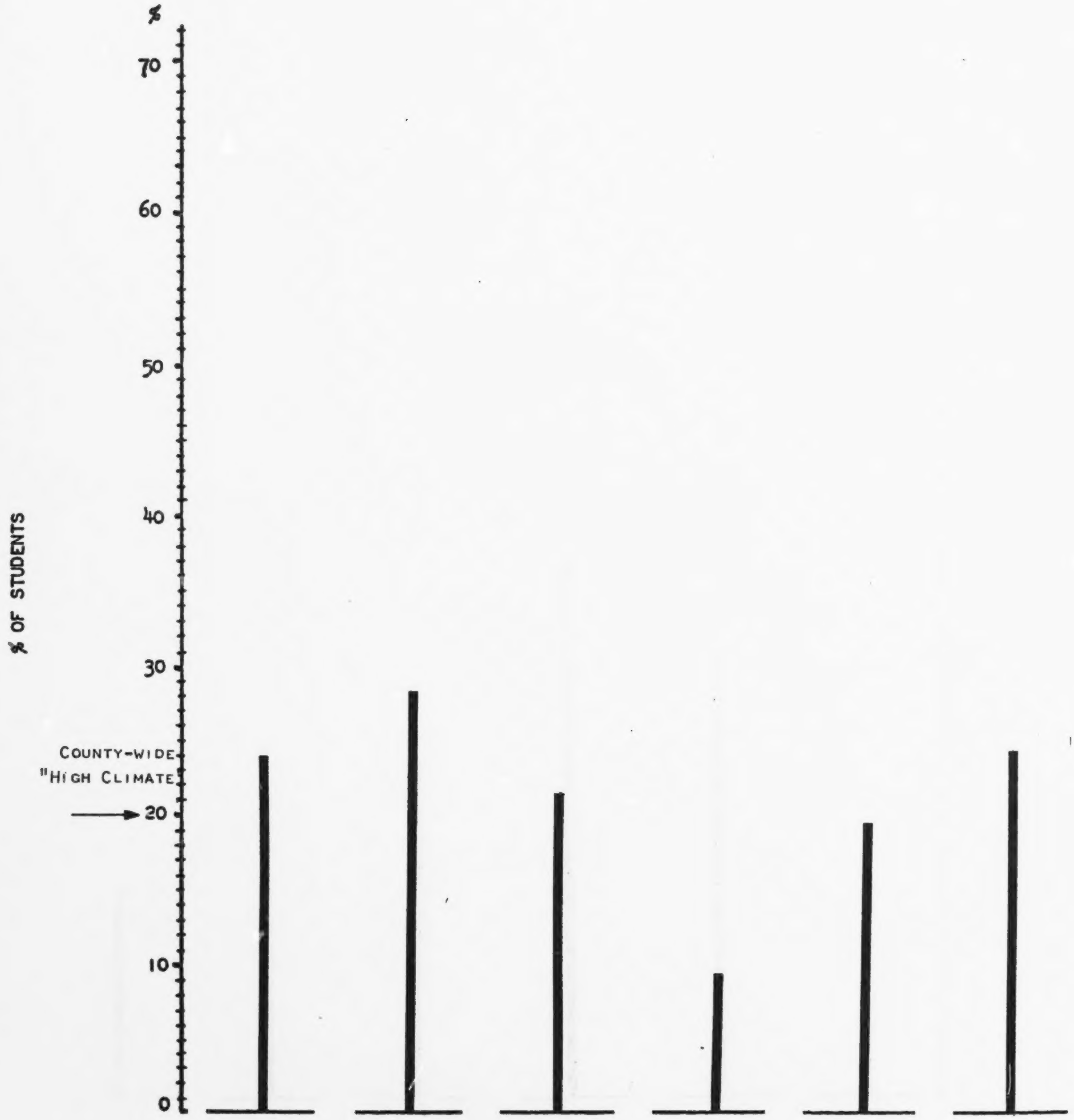


FIGURE 29

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING HIGH-CLIMATE OPTIONS TO THE QUESTION, "DOES USE OF DRUGS CAUSE DROPPING OUT OF SCHOOL?"

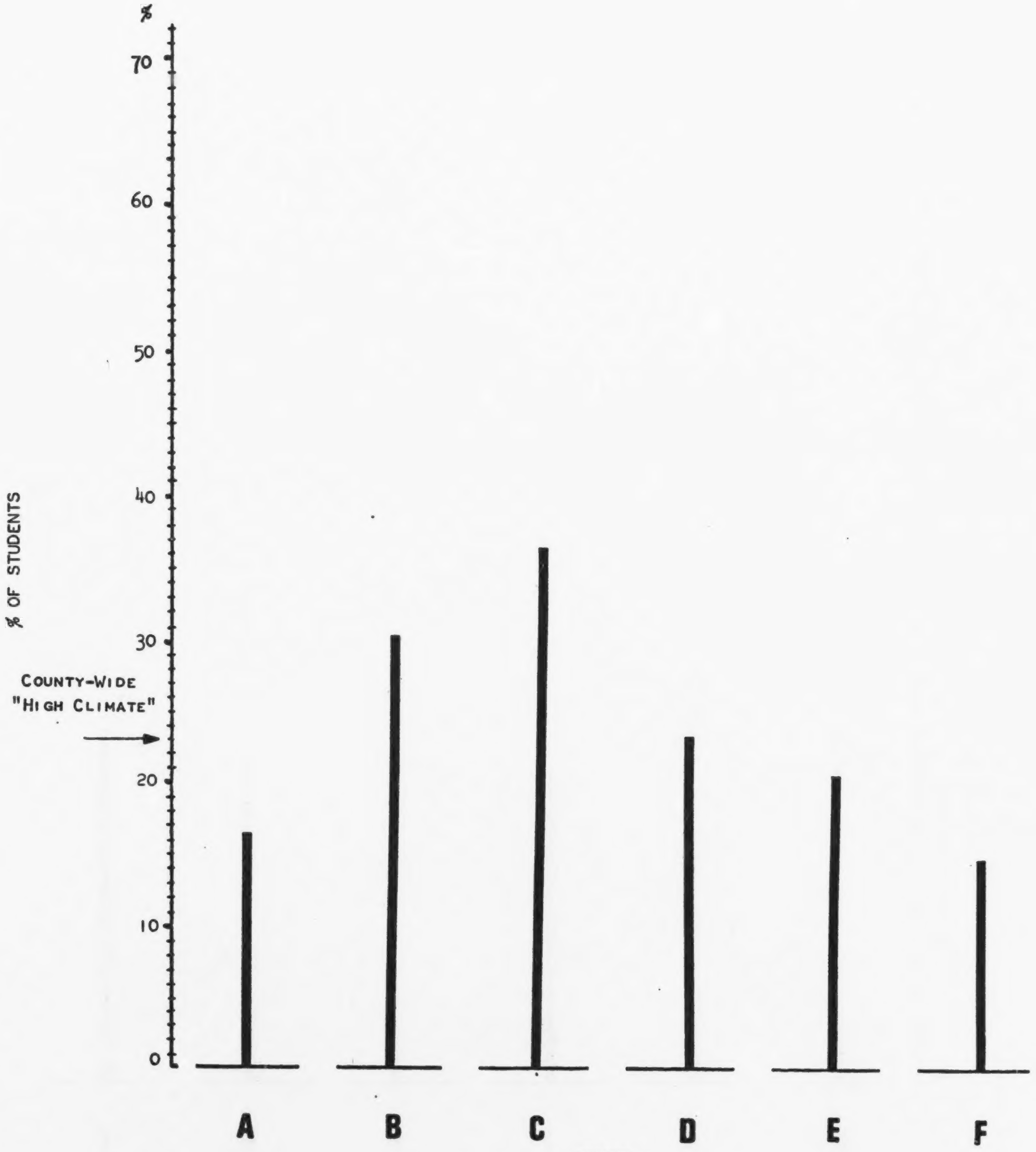


FIGURE 30
PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING HIGH-CLIMATE OPTIONS TO THE QUESTION, "DOES USE OF DRUGS CAUSE DROPPING OUT OF SCHOOL?"

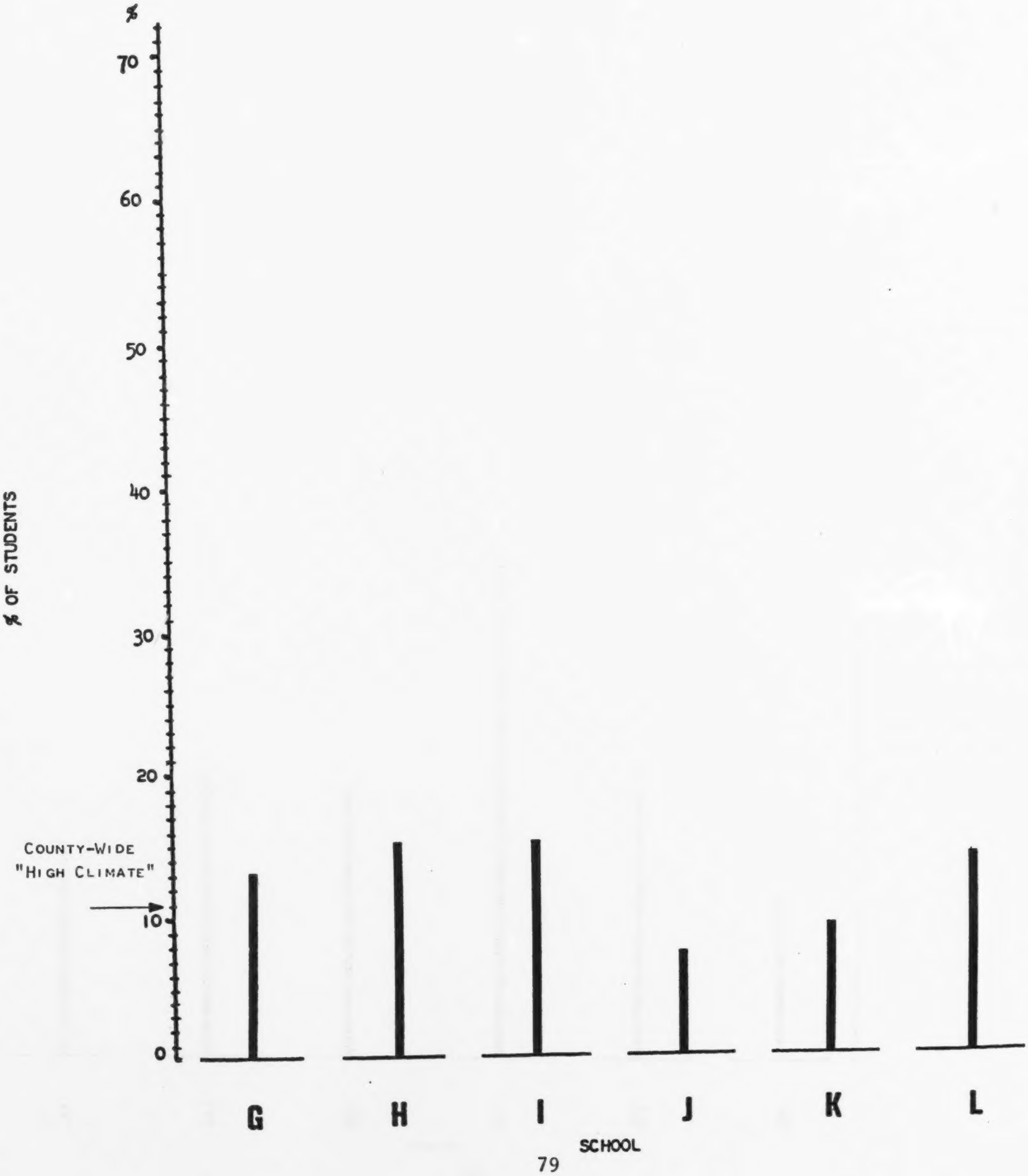


FIGURE 31

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING HIGH-CLIMATE OPTIONS TO THE QUESTION, "DOES USE OF DRUGS CAUSE POORER GRADES?"

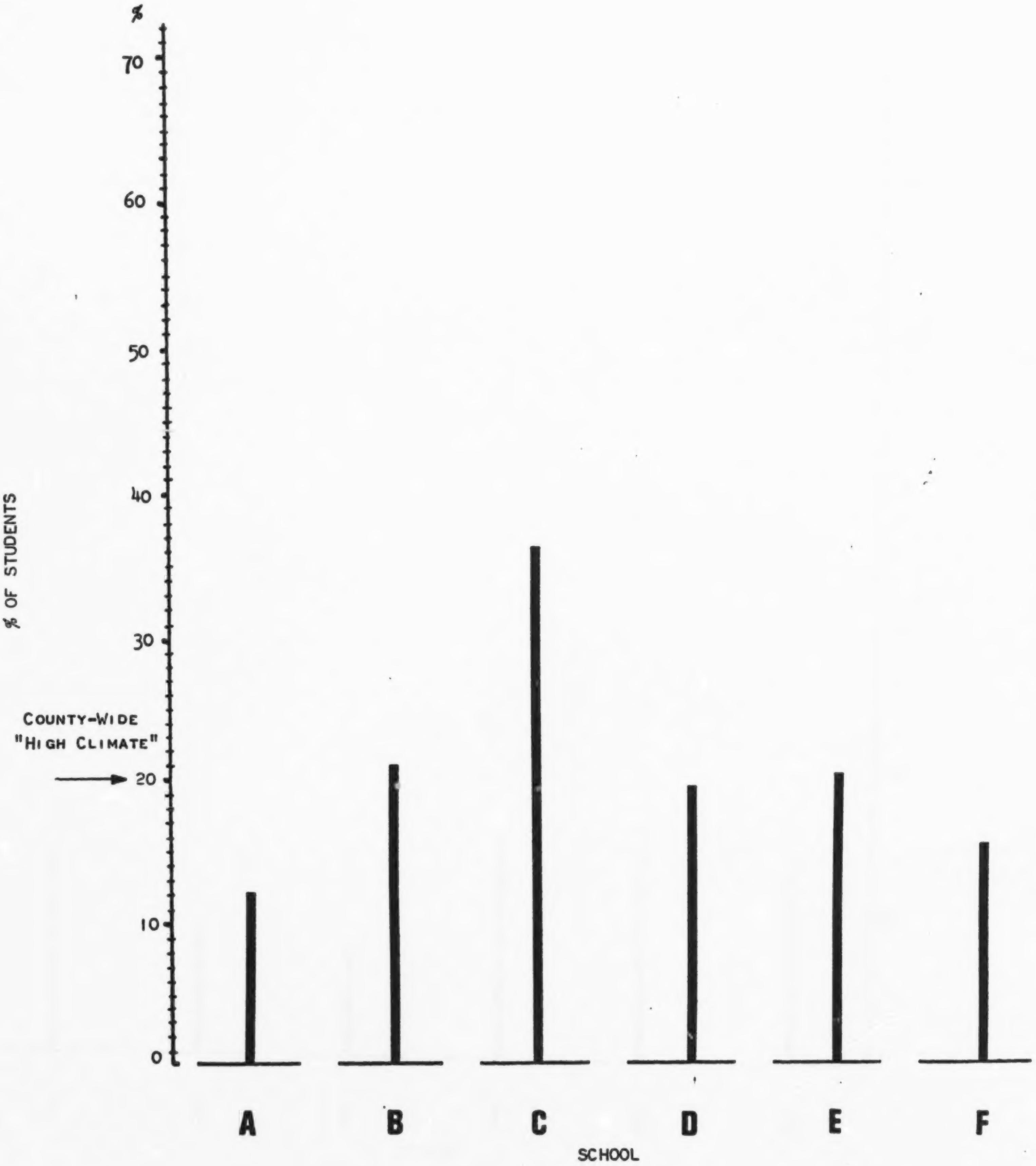


FIGURE 32

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING HIGH-CLIMATE OPTIONS TO THE QUESTION, "DOES USE OF DRUGS CAUSE POORER GRADES?"

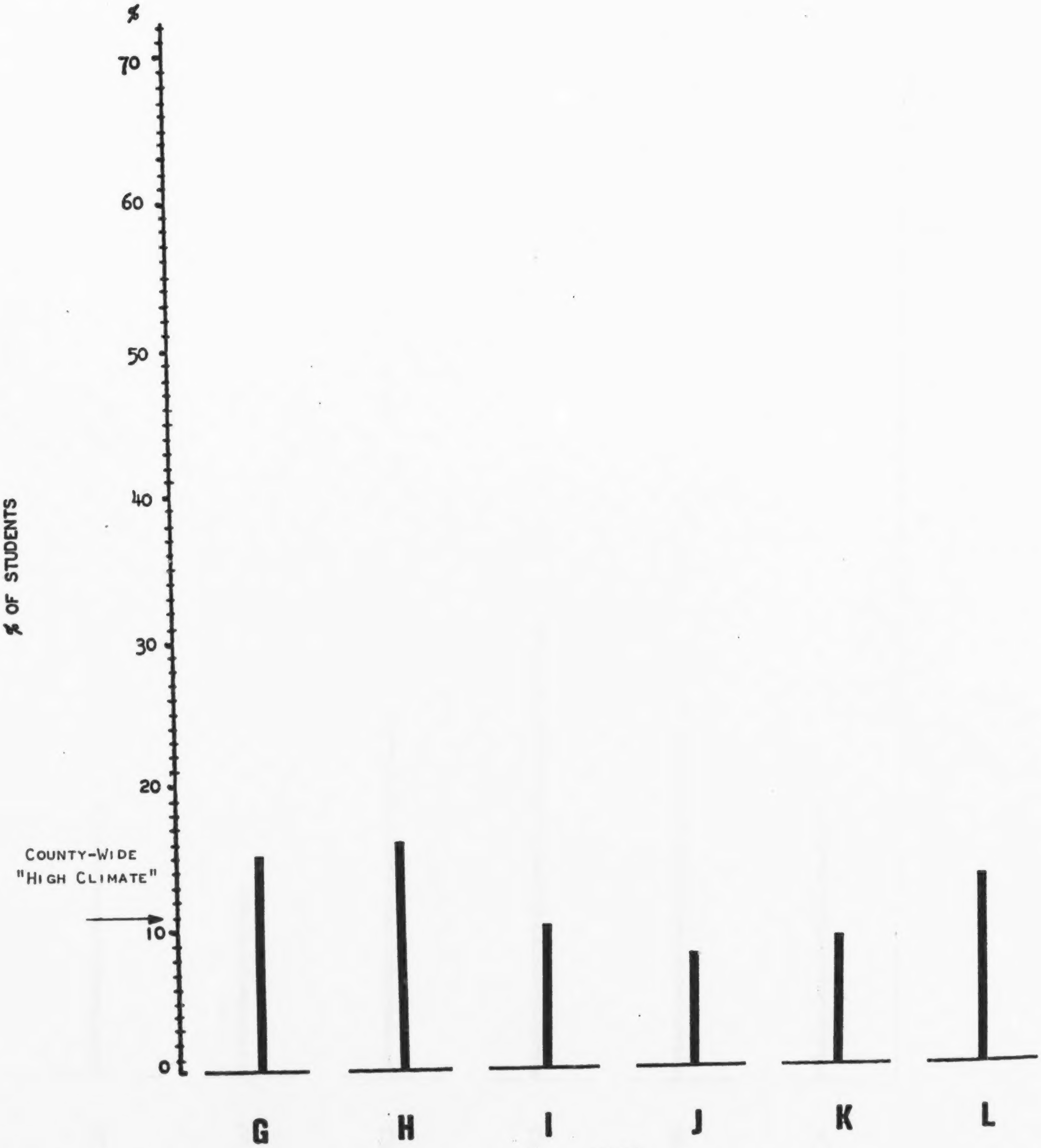


FIGURE 33

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING HIGH-CLIMATE OPTIONS TO THE QUESTION, "DOES USE OF DRUGS CAUSE LOSS OF FRIENDS WHO ARE NOT USERS?"

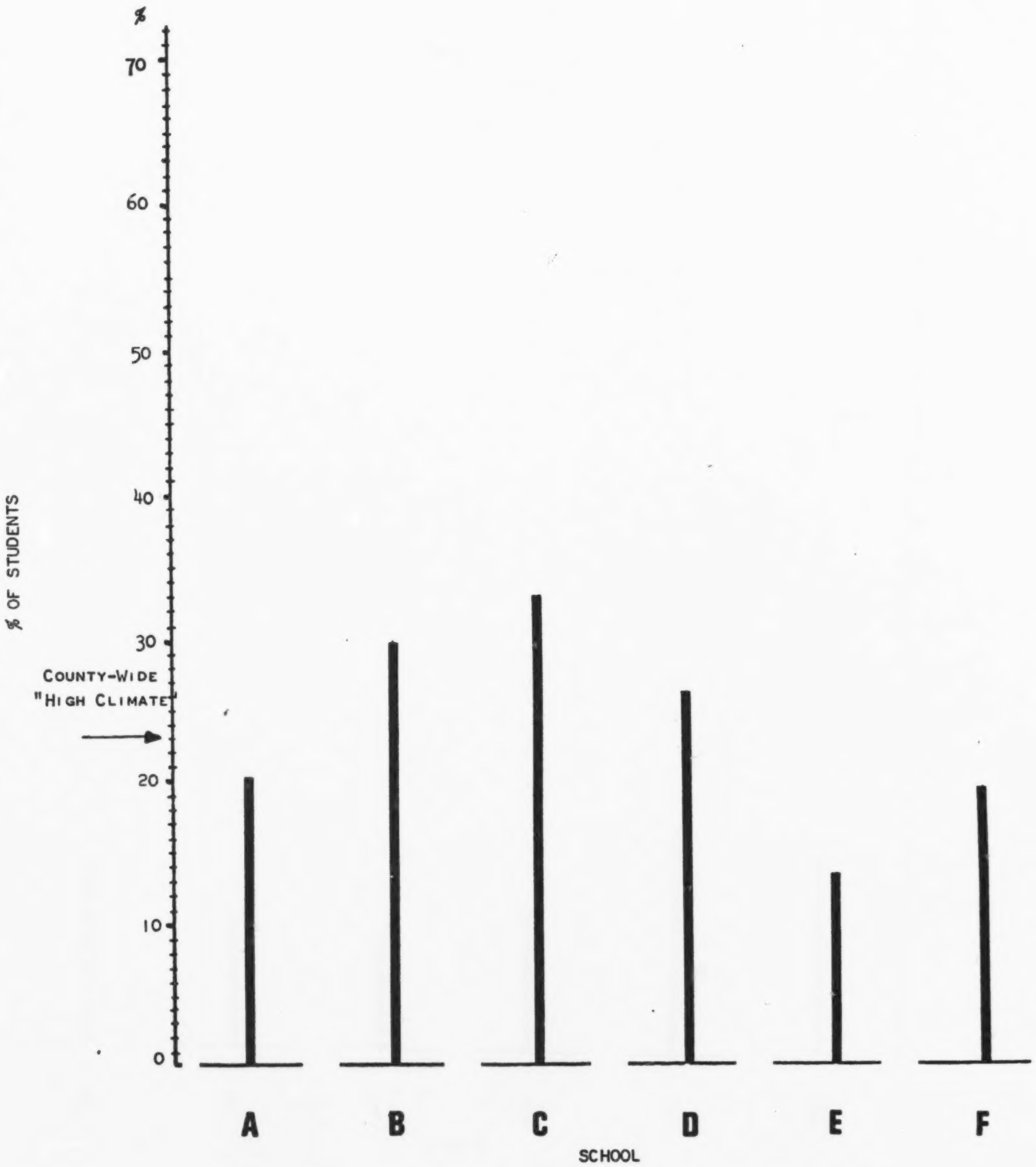


FIGURE 34

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING HIGH-CLIMATE OPTIONS TO THE QUESTION, "DOES USE OF DRUGS CAUSE LOSS OF FRIENDS WHO ARE NOT USERS?"

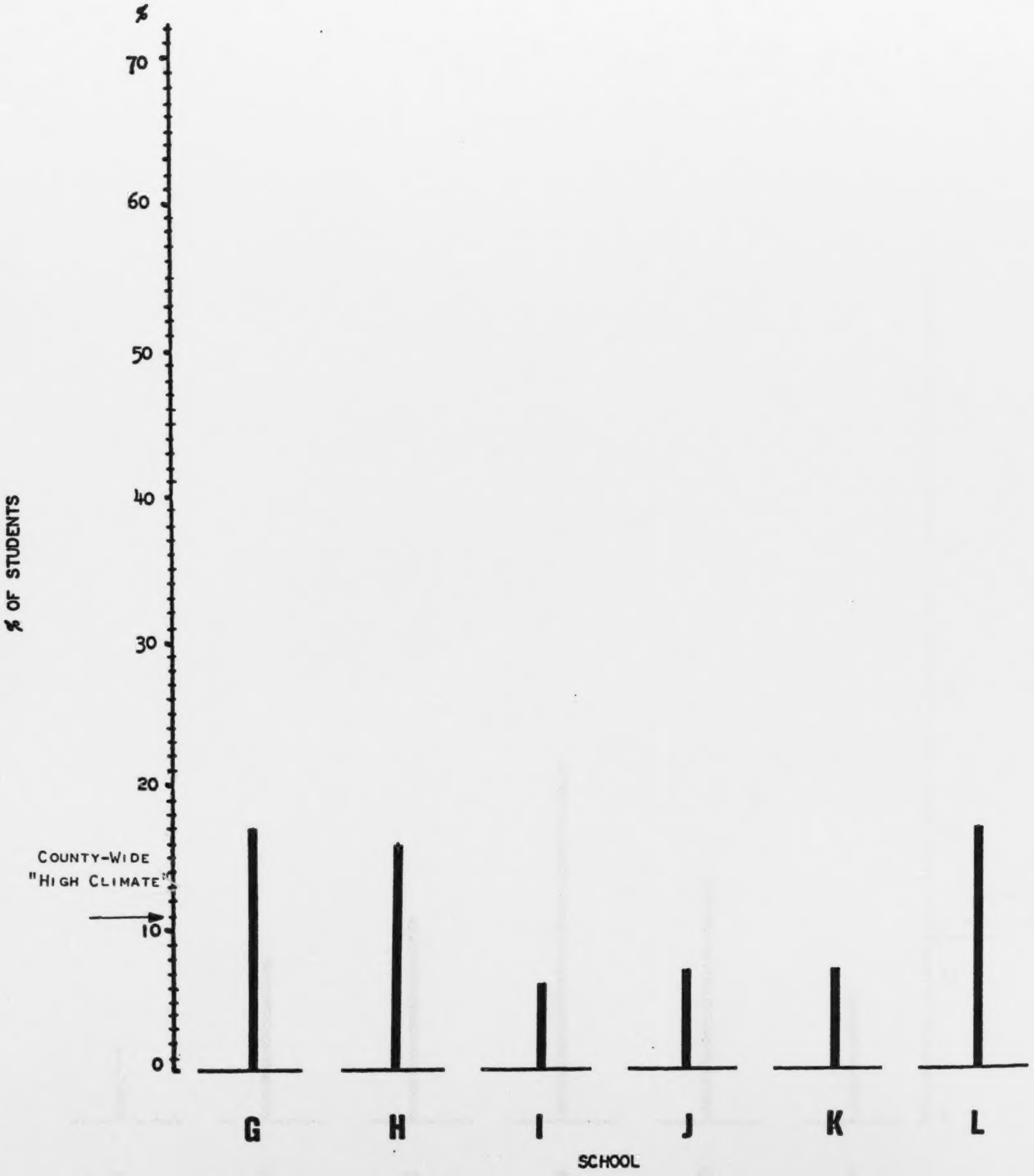


FIGURE 35

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING THE HIGH CLIMATE OPTIONS TO THE QUESTION, "DOES USE OF DRUGS CAUSE CRIME?"

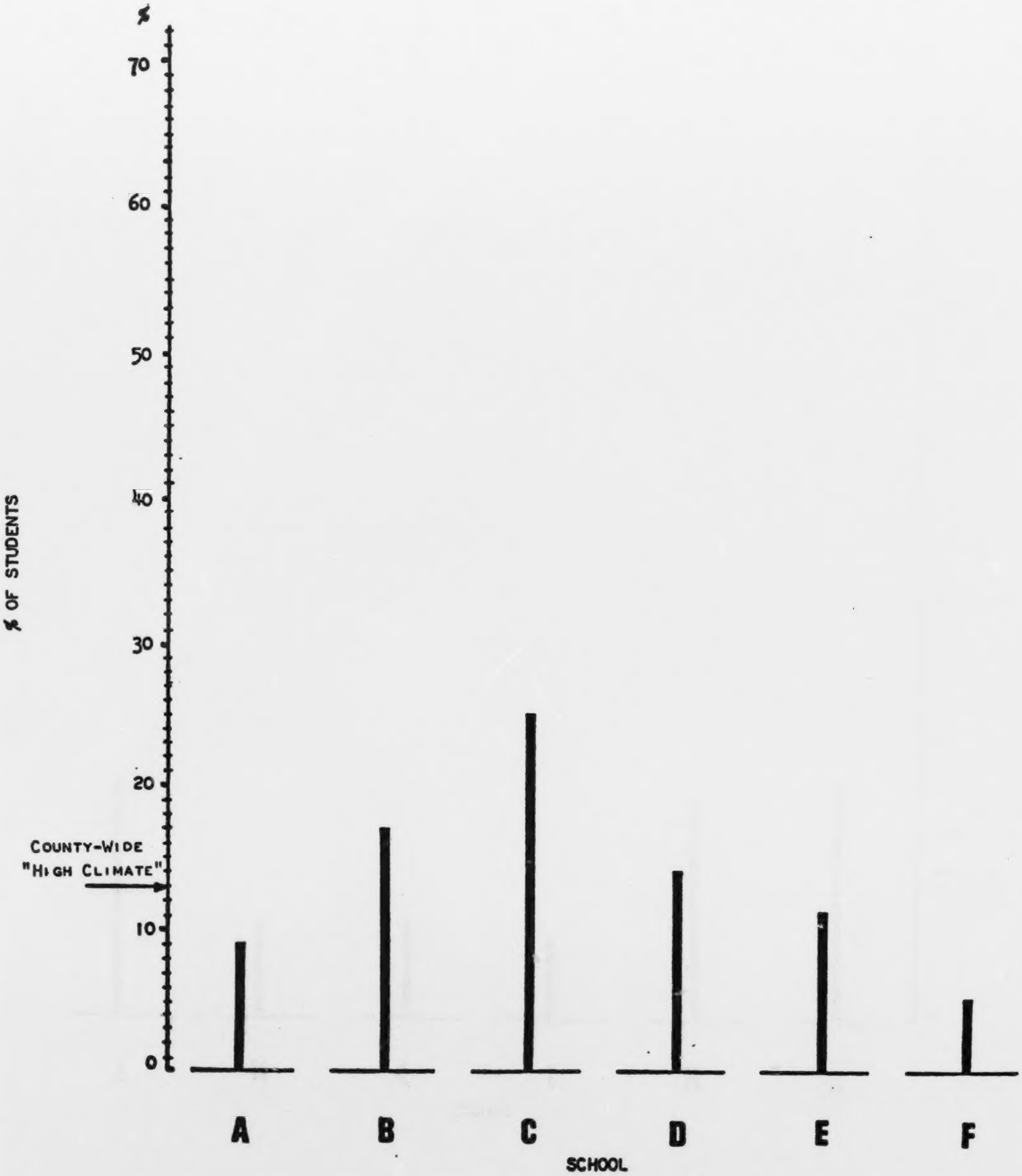


FIGURE 36

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING THE HIGH CLIMATE OPTIONS TO THE QUESTION, "DOES USE OF DRUGS CAUSE CRIME?"

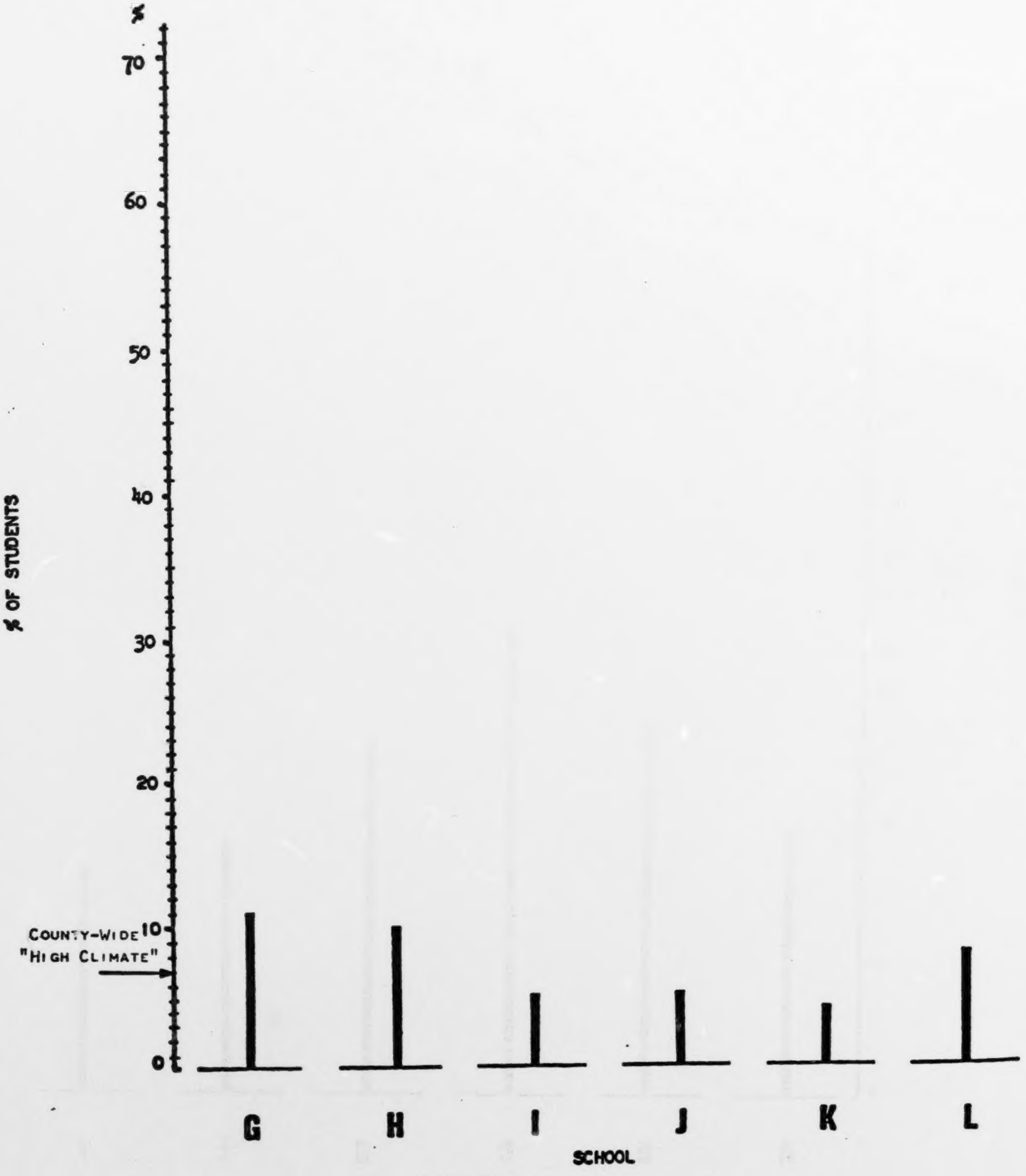


FIGURE 37

PER CENT OF RESPONDENTS IN SIX SENIOR HIGH SCHOOLS SELECTING HIGH-CLIMATE OPTIONS TO THE QUESTION, "DOES USE OF DRUGS CAUSE IMMORALITY?"

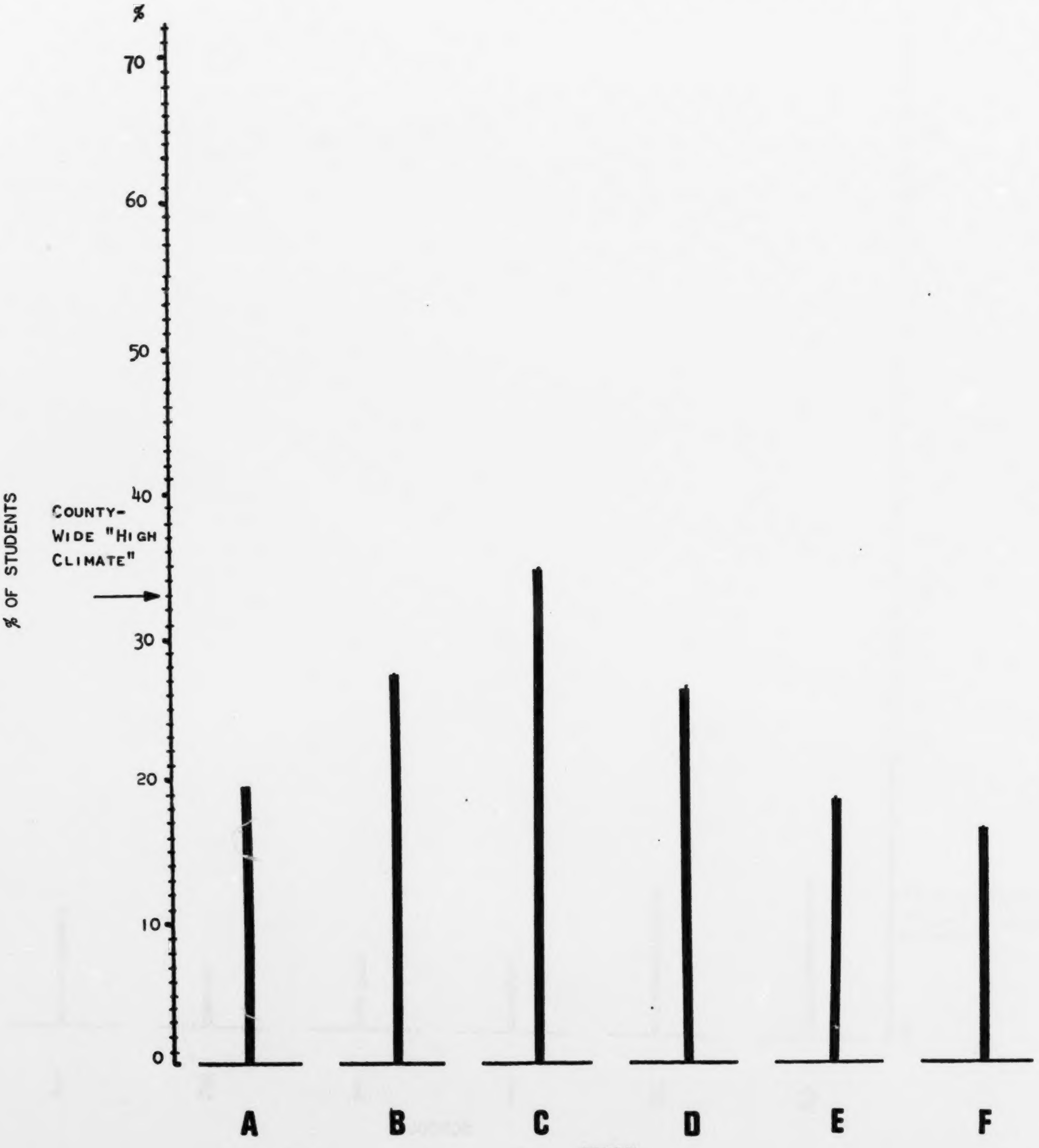
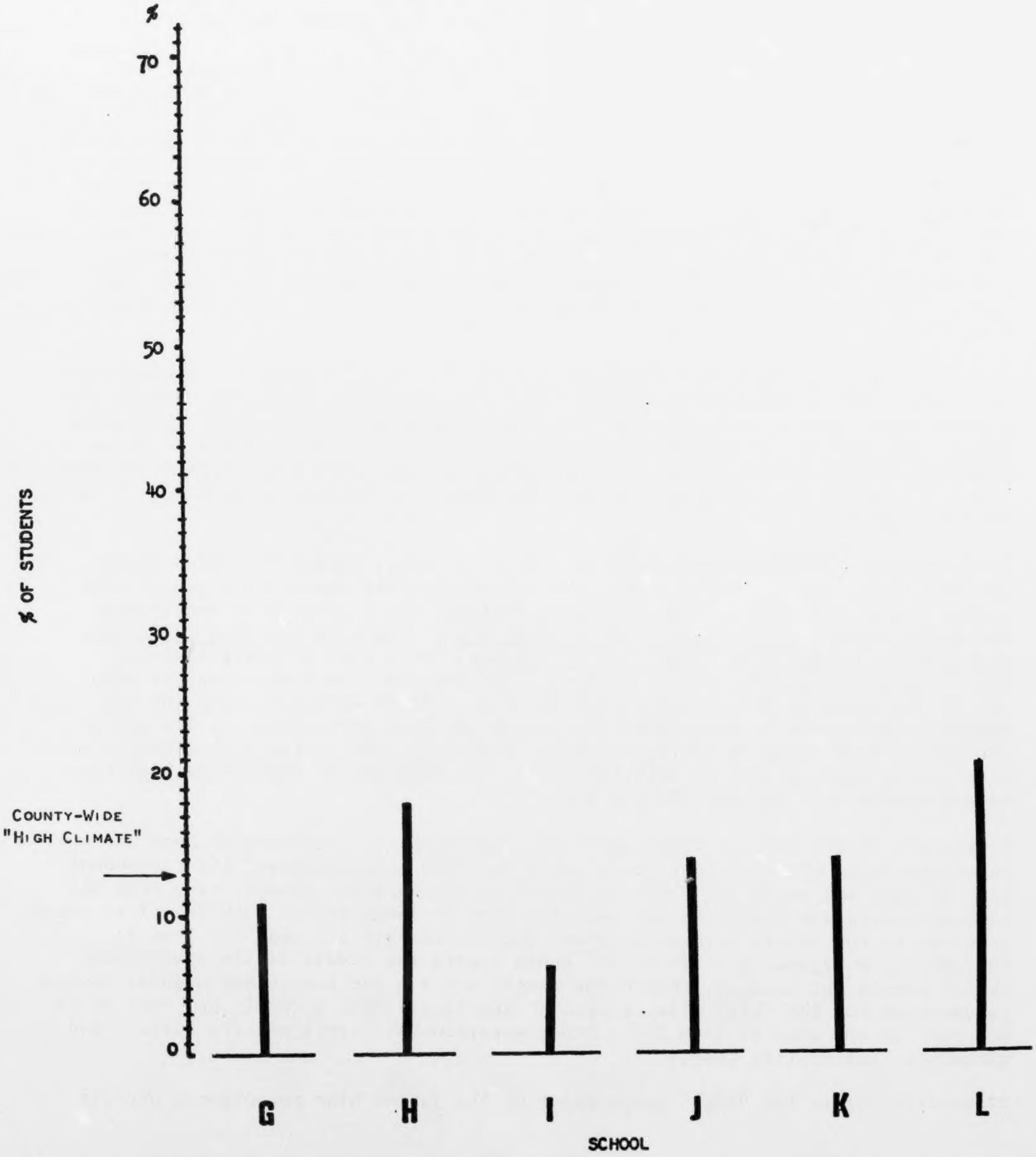


FIGURE 38

PER CENT OF RESPONDENTS IN SIX JUNIOR HIGH SCHOOLS SELECTING HIGH-CLIMATE OPTIONS TO THE QUESTION, "DOES USE OF DRUGS CAUSE IMMORALITY?"



SECTION III

THE DEVELOPMENT OF PROFILES FOR ASSESSING "CLIMATE FOR DRUGS"

In this section, the thirty-four items discussed in Section II are recapitulated in tabular form in terms of the range in percentage choice of "high climate options" for each item among the six senior high schools and among the six junior high schools. In Table 22, for each item, these senior and junior high school rangesare listed beside the per cent of the respective county-wide senior and junior high school samples choosing the "high climate option" for that item.

In the body of the report, these items are presented in the context of seven logical categories which determined their order of treatment in the text up to this point. Here, the order of items has been determined on the basis of the size of the per cent of the county-wide senior high-school choice of the "high climate option" for each item. The largest such per cent is first, the smallest last, with all others listed in between in decreasing order of size. The item numbers from the body of the text have been retained, even though no longer in numerical order, so as to facilitate identification of any given item in the rest of the report. Junior high school ranges and the per cent of the county-wide junior high school choice of the "high climate options" are pegged to the senior high county-wide sample percentages in order to maintain a single scale for all twelve schools.

Accompanying each percentage figure indicating low or high range for a given item is a raised letter designating which school was lowest and which was highest for a given item. While there is some variation, visual inspection shows that among senior high schools, School F was generally lowest in per cent choice of "high climate options", while School C was generally highest with some competition from School B. Among junior highs, School K was generally lowest, while School H was usually highest.

Following the tabular presentation is a Profile Chart, Figure 39, which graphs the same data. As indicated above, the per cent of the county-wide senior high school sample choosing the "high climate options" for a given item constitutes the anchor profile, all other profile lines being pegged to the line indicating county-wide, senior high "high climate" choice. This line is designated S/C (Senior high school county-wide sample). The profile line indicating the high end of the range in percentage choice of "high climate options" among the six senior high schools is designated H/S, while the line indicating the low end of the senior high range is designated L/S. Similarly, the junior high school county-wide sample profile line is designated J/C, the high end of the junior high range is designated H/J, and the low end L/J.

Inspection of the Profile Chart shows that respondents' estimates of both use and experimentation with all four drugs among the "100 acquaintances" the respondent knew by name and among the "1000 students" in respondents' school, vary from the highest percentage shown (86 per cent for Item 10 among senior high school students) to close to the lowest percentage shown for seniors (18 per cent for Item 9). The questions regarding "life style" bunch toward the middle of the county-wide senior sample percentages, though the ranges between the lowest and highest choice percentages for the "high climate option" are fairly wide (from 14 per cent to 43 per cent in the case of Item 31). Other question category items are distributed throughout the Profile Chart.

At several points the "high" percentages of the junior high respondents overlap with the "low" percentage of the senior high respondents underscoring the value of a single scale in looking at both school levels.

As an aid to visual inspection of the profile chart, the three senior profiles are encompassed within a single "band," with coarsely-dotted shading; and the three junior high profiles are encompassed within a single band, with more finely-dotted shading. The overlap of the low senior and the high junior profiles is readily apparent.

To visualize the "climate for drugs" in any given schoolone would "plot" the percentage of respondents from that school who select the "high climate options" to some or all of the 34 questions listed - keeping the plots in the exact question sequence and position shown in Figure 39. The profile for the school being evaluated can be assessed in terms of its position within the bands shown in Figure 39. For example, High School D, for question 18, had a "high climate option" percentage of 67 per cent; and School D's "high climate" percentages were as follows for each of the five succeeding questions: Question 10, 70 per cent; Question 2, 64 per cent; Question 22, 61 per cent; Question 24, 49 per cent; and Question 14, 47 per cent. These positions are identified on Figure 39 by the small circles with the subscript D, to identify the school. It is obvious that, as regards these items High School D tends to fall midway between the county-wide standard and the "ceiling." By plotting all 34 items for the school and connecting the plots with straights, one would secure the profile for School D and could evaluate its position within the "senior high school band." Because of the problem of cluttering Figure 39 by plotting profiles for all twelve schools studied, this partial plotting of the profile for School D is provided as an example.

The profilesfor School B and C would tend to be at the upper reaches of the senior high school band; the profile for School F would be at the lower reaches of the senior high profile; and High Schools A and E would tend to be intermediate but tend toward the low side of the band. Among the junior high schools, the profile for School H would be high, actually at the top of the junior high band for 19 out of the 34 questions; and the profile for School K would be at the bottom of the band for 22 out of 34 questions. The other four junior high schools considered in this study would fall at varying levels in between. School L's profile for example would be next highest to School H's profile, with eight top ranking high climate percentages out of 34; and School J, with 10 out of 34 of its choices being at the low edge of the profile, would be next lowest to School K.

The "bands" shown in Figure 39 provide a basis for comparing "climate for drugs" among groups of adolescents and young adults living in different neighborhoods served by different schools. The profiles supplied by the county-wide sample of respondents provides the most defensible available "baseline" against which to assess climate for drugs.

This "baseline" may be considered a local "norm" in the sense that it reflects the perceptions and thinking of the typical senior high student about drugs and is an index of the county-wide climate for drugs among teenagers. The absolute valence of this norm - whether low or high - is not inherent in the norm itself but rather in the estimate of the observer. The profiles and bands developed in this study are in essence empirical, reflecting a prevailing condition. The pupils and bands do make it possible to estimate relative position of different groups of adolescents and young adults as regards the climate for drugs among them.

The data regarding teenagers' perceptions of use of and experimentation with cigarettes, alcoholic drinks, glue and heroin were not used. The data on heroin were too tenuous to add any dimension to the information provided by a study of students' reactions to questions involving marijuana, amphetamines, LSD and barbiturates. The questions on glue were more relevant to the junior high school level than senior high school level and consequently were not promising questions for the "climate for drug" profiles in terms of the criteria used for selecting such questions. The data on alcoholic drinks and cigarettes present two entirely different issues each of which may yield a "climate for cigarettes" index, on one hand, and a "climate for alcohol" index on the other; but the analysis for each would be comparable in detail and magnitude to that reported here for the "climate for drugs" profiles and was beyond the scope of this present study.

TABLE 22

SUMMARY OF DATA PROVIDED BY 34 QUESTIONS THAT DEMONSTRATED USEFULNESS FOR ASSESSING DIFFERENCES IN CLIMATE FOR DRUGS AMONG TEENAGE GROUPS

QUESTION NUMBER IN BODY OF REPORT	QUESTION CONTENT	SENIOR HIGHS			JUNIOR HIGHS		
		PER CENT OF COUNTY-WIDE SENIOR HIGH SCHOOL SAMPLE CHOOSING HIGH-CLIMATE OPTION	RANGE IN PERCENTAGE CHOICE OF HIGH-CLIMATE OPTION AMONG THE SIX SENIOR HIGH SCHOOLS		PER CENT OF COUNTY-WIDE JUNIOR HIGH SCHOOL SAMPLE CHOOSING HIGH-CLIMATE OPTION	RANGE IN PERCENTAGE ~~CH~~OICE OF HIGH-CLIMATE OPTION AMONG THE SIX JUNIOR HIGH SCHOOLS	
			LOW	HIGH		LOW	HIGH
18.	DO YOU FEEL THAT THE PER CENT OF TEENAGERS WHO ARE OCCASIONAL EXPERIMENTERS WITH MARIJUANA IS INCREASING, DECREASING OR STAYING ABOUT THE SAME?	71	55^{F} *	81^{C}	56	46^{K}	$64^{H/L}$
10.	ASSUMING THERE ARE APPROXIMATELY 1,000 STUDENTS IN YOUR SCHOOL, WHAT PER CENT DO YOU THINK HAVE EVER EXPERIMENTED WITH MARIJUANA?	66	44^{F}	86^{C}	23	9^{K}	42^{H}
2.	AMONG THE 100 FELLOW STUDENTS WHOSE NAMES YOU MAY KNOW, ABOUT HOW MANY DO YOU THINK HAVE EVER EXPERIMENTED WITH MARIJUANA?	57	46^{F}	79^{C}	18	5^{K}	39^{H}
22.	WHAT DEGREE OF DANGER DO YOU FEEL IS CONNECTED WITH EXPERIMENTING WITH MARIJUANA?	53	42^{F}	68^{B}	29	14^{J}	40^{H}
24.	DO YOU FEEL THAT THERE IS A NEED TO CHANGE THE LAW REGARDING USE OF MARIJUANA?	44	31^{F}	54^{B}	19	7^{K}	28^{H}
14.	ASSUMING THERE ARE APPROXIMATELY 1,000 STUDENTS IN YOUR SCHOOL, WHAT PER CENT DO YOU THINK ARE REGULAR USERS OF MARIJUANA?	40	21^{F}	72^{C}	7	3^{K}	18^{H}
6.	AMONG THE 100 FELLOW STUDENTS WHOSE NAMES YOU MAY KNOW, ABOUT HOW MANY DO YOU THINK ARE REGULAR USERS OF MARIJUANA?	37	25^{A}	49^{C}	9	$4^{J/K}$	23^{H}

*SUPERSCRIPTED LETTERS IDENTIFY SCHOOL AS DESIGNATED ON FIGURES IN THIS VOLUME.

TABLE 22. SUMMARY OF DATA PROVIDED BY 34 QUESTIONS THAT DEMONSTRATED USEFULNESS FOR ASSESSING DIFFERENCES IN CLIMATE FOR DRUGS AMONG TEENAGE GROUPS - (CONTINUED)

		Senior Highs			Junior Highs		
Question Number in Body of Report	Question Content	Per Cent of County-Wide Senior High School Sample Choosing High-Climate Option	Range in Percentage Choice of High-Climate Option among the Six Senior High Schools		Per Cent of County-Wide Junior High School Sample Choosing High-Climate Option	Range in Percentage Choice of High-Climate Option among the Six Junior High Schools	
			Low	High		Low	High
1.	Among the 20 teenagers you know best, how many do you think have ever experimented with amphetamines?	34	26^{F}*	50^{B}	14	6^{K}	31^{H}
29.	Do drugs cause pleasant hallucinations?	33	24^{F}	45^{B}	20	9^{J}	28^{H}
19.	How likely are you in the future to try out or use marijuana?	32	21^{F}	44^{C}	16	9^{J}	27^{L}
11.	Assuming there are approximately 1,000 students in your school, what per cent do you think have ever experimented with amphetamines?	32	20^{F}	52^{B}	7	7^{K}	20^{H}
23.	What degree of danger do you feel is connected with regular use of marijuana?	30	18^{F}	$39^{C/D}$	11	3^{K}	19^{H}
3.	Among the 100 fellow students whose names you may know, about how many do you think have ever experimented with amphetamines?	28	17^{E}	46^{B}	6	3^{K}	22^{H}
26.	What kind of help do you think teenagers need who use marijuana?	26	16^{A}	36^{C}	9	3^{K}	17^{H}
12.	Assuming there are approximately 1,000 students in your school, what per cent do you think have ever experimented with LSD?	25	14^{F}	42^{C}	9	4^{K}	15^{G}

*SUPERSCRIPTED LETTERS IDENTIFY SCHOOL AS DESIGNATED ON FIGURES IN THIS VOLUME.

TABLE 22. SUMMARY OF DATA PROVIDED BY 34 QUESTIONS THAT DEMONSTRATED USEFULNESS FOR ASSESSING DIFFERENCES IN CLIMATE FOR DRUGS AMONG TEENAGE GROUPS - (CONTINUED)

		SENIOR HIGHS			JUNIOR HIGHS		
QUESTION NUMBER IN BODY OF REPORT	QUESTION CONTENT	PER CENT OF COUNTY-WIDE SENIOR HIGH SCHOOL SAMPLE CHOOSING HIGH-CLIMATE OPTION	RANGE IN PERCENTAGE CHOICE OF HIGH-CLIMATE OPTION AMONG THE SIX SENIOR HIGH SCHOOLS		PER CENT OF COUNTY-WIDE JUNIOR HIGH SCHOOL SAMPLE CHOOSING HIGH-CLIMATE OPTION	RANGE IN PERCENTAGE CHOICE OF HIGH-CLIMATE OPTION AMONG THE SIX JUNIOR HIGH SCHOOLS	
			LOW	HIGH		LOW	HIGH
13.	ASSUMING THERE ARE APPROXIMATELY 1,000 STUDENTS IN YOUR SCHOOL, WHAT PER CENT DO YOU THINK HAVE EVER EXPERIMENTED WITH BARBITURATES?	25	17^{F}*	35^{C}	7	4^{K}	13^{G}
4.	AMONG THE 100 FELLOW STUDENTS WHOSE NAMES YOU MAY KNOW, ABOUT HOW MANY DO YOU THINK HAVE EVER EXPERIMENTED WITH LSD?	23	15^{F}	35^{C}	6	3^{K}	20^{H}
5.	AMONG THE 100 FELLOW STUDENTS WHOSE NAMES YOU MAY KNOW, ABOUT HOW MANY DO YOU THINK HAVE EVER EXPERIMENTED WITH BARBITURATES?	23	16^{F}	34^{B}	7	4^{K}	18^{H}
30.	DOES USE OF DRUGS CAUSE DROPPING OUT OF SCHOOL?'	23	14^{F}	36^{C}	11	7^{J}	15^{H}
34.	DOES USE OF DRUGS CAUSE IMMORALITY?	23	16^{F}	34^{C}	13	6^{I}	21^{L}
32.	DOES USE OF DRUGS CAUSE LOSS OF FRIENDS WHO ARE NOT USERS?	23	13^{E}	33^{C}	11	6^{I}	18^{L}
31.	DOES USE OF DRUGS CAUSE POORER GRADES?	20	12^{A}	36^{C}	11	8^{J}	16^{H}
28.	DO DRUGS CAUSE INCREASED AWARENESS?	19	$13^{D/E}$	26^{B}	14	10^{J}	18^{H}
21.	WHAT WAS THE BASIS OF THE ANSWERS THAT YOU HAVE GIVEN IN THIS QUESTIONNAIRE SO FAR REGARDING MARIJUANA?	16	11^{A}	25^{B}	9	6^{K}	15^{J}
15.	ASSUMING THERE ARE APPROXIMATELY 1,000 STUDENTS IN YOUR SCHOOL, WHAT PER CENT DO YOU THINK ARE REGULAR USERS OF AMPHETAMINES?	16	9^{F}	26^{C}	2	1^{K}	5^{G}

*SUPERSCRIPTED LETTERS IDENTIFY SCHOOL AS DESIGNATED ON FIGURES IN THIS VOLUME.

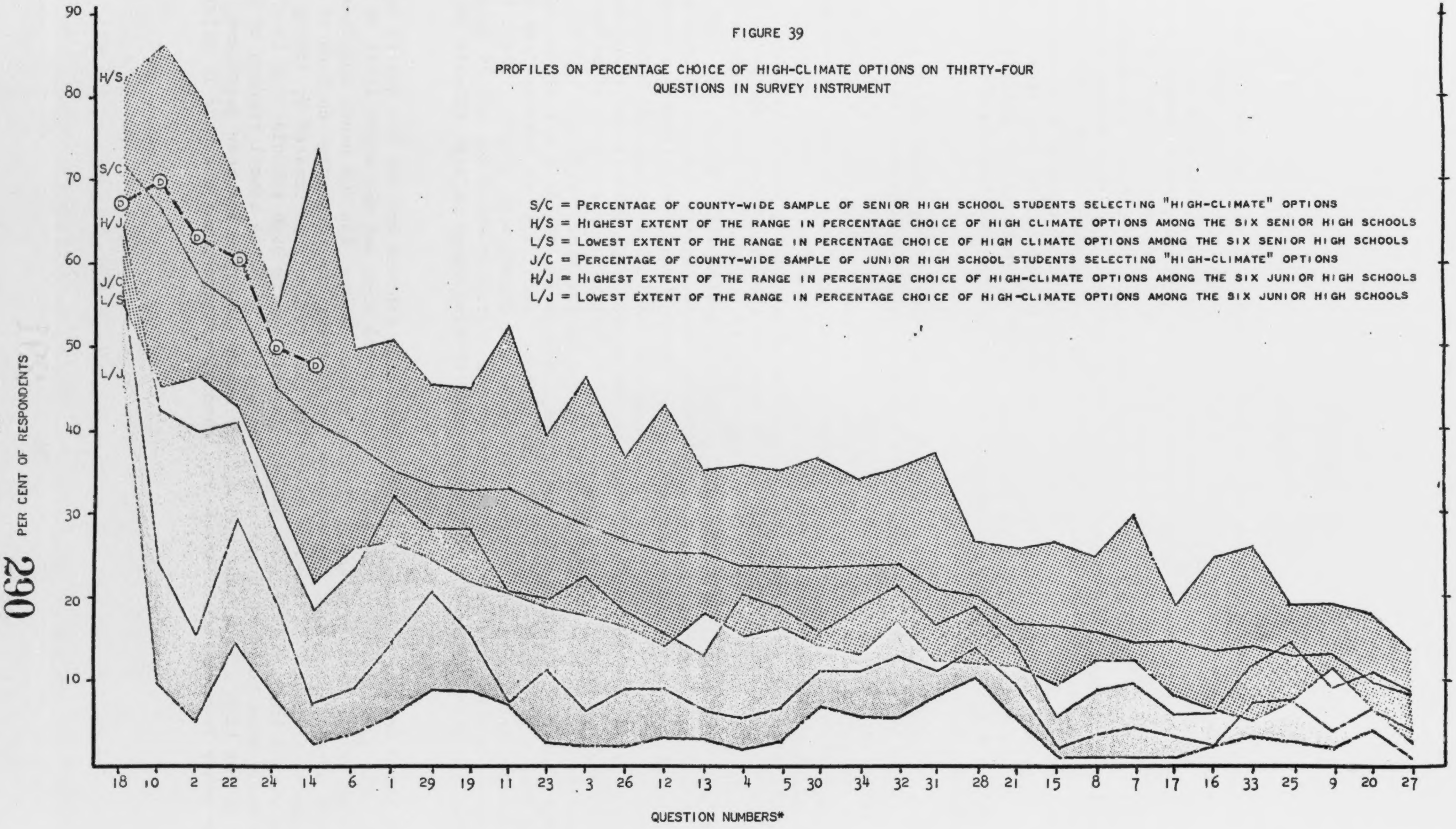
TABLE 22. SUMMARY OF DATA PROVIDED BY 34 QUESTIONS THAT DEMONSTRATED USEFULNESS FOR ASSESSING DIFFERENCES IN CLIMATE FOR DRUGS AMONG TEENAGE GROUPS - (CONTINUED)

Question Number in Body of Report	Question Content	Senior Highs			Junior Highs		
		Per Cent of County-Wide Senior High School Sample Choosing High-Climate Option	Range in Percentage Choice of High-Climate Option among the Six Senior High Schools		Per Cent of County-Wide Junior High School Sample Choosing High-Climate Option	Range in Percentage Choice of High-Climate Option among the Six Junior High Schools	
			Low	High		Low	High
8.	AMONG THE 100 FELLOW STUDENTS WHOSE NAMES YOU MAY KNOW, ABOUT HOW MANY DO YOU THINK ARE REGULAR USERS OF LSD?	15	$12^{E/F}$*	24^{C}	4	1^{K}	8^{L}
7.	AMONG THE 100 FELLOW STUDENTS WHOSE NAMES YOU MAY KNOW, ABOUT HOW MANY DO YOU THINK ARE REGULAR USERS OF AMPHETAMINES?	14	12^{F}	29^{B}	5	1^{J}	9^{L}
17.	ASSUMING THERE ARE APPROXIMATELY 1,000 STUDENTS IN YOUR SCHOOL, WHAT PER CENT DO YOU THINK ARE REGULAR USERS OF BARBITURATES?	14	$8^{D/E}$	18^{C}	4	1^{J}	6^{G}
16.	ASSUMING THERE ARE APPROXIMATELY 1,000 STUDENTS IN YOUR SCHOOL, WHAT PER CENT DO YOU THINK ARE REGULAR USERS OF LSD?	13	6^{F}	24^{C}	3	3^{K}	$6^{H/I}$
33.	DOES USE OF DRUGS CAUSE CRIME?	13	5^{F}	25^{C}	7	4^{K}	11^{G}
25.	DO YOU FEEL THAT THERE IS A NEED TO CHANGE THE LAW REGARDING USE OF AMPHETAMINES?	12	$7^{D/E}$	$18^{B/C}$	7	3^{K}	14^{G}
9.	AMONG THE 100 FELLOW STUDENTS WHOSE NAMES YOU MAY KNOW, ABOUT HOW MANY DO YOU THINK ARE REGULAR USERS OF BARBITURATES?	12	11^{A}	18^{B}	4	2^{J}	9^{G}
20.	HOW LIKELY ARE YOU IN THE FUTURE TO TRYOUT OR USE LSD?	9	6^{F}	17^{B}	6	4^{I}	$10^{G/L}$
27.	WHAT KIND OF HELP DO YOU THINK TEEN-AGERS NEED WHO USE LSD?	7	2^{E}	13^{C}	3	0^{K}	7^{G}

*SUPERSCRIPTED LETTERS IDENTIFY SCHOOL AS DESIGNATED ON FIGURES IN THIS VOLUME.

FIGURE 39

PROFILES ON PERCENTAGE CHOICE OF HIGH-CLIMATE OPTIONS ON THIRTY-FOUR QUESTIONS IN SURVEY INSTRUMENT



*These question numbers are identified on pages 5 through 7 in Section I of the text.

SECTION IV

SUMMARY

In this third part of the report on the survey conducted in October 1969 on the perceptions of secondary school students about the teenage drug scene, three types of data have been used to develop a procedure for assessing differences in climate for drugs among teenagers and young adults living in different neighborhoods and going to different schools. The data secured on a five per cent county-wide sample of students were used to provide baseline information on the climate for drugs in the community at large. These data were reviewed in Part I of this survey report. The second set of data was discussed in Part II of this survey report. This was the information on differences in responses of self-reported non-users of marijuana vs. self-reported users of marijuana. The new data introduced in this present volume (Part III of the survey report) are the responses of students in six different junior high schools and six different senior high schools to the questions on the survey questionnaire.

The technical task for the present writing was to identify questions which both differentiate between self-reported users and self-reported non-users and which also differentiate among the six senior high schools considered as a group and among the six junior high schools considered as a group. Thirty-four (34) items were identified which successfully demonstrate these two types of discriminability. For each of these 34 questions there were identified the "high climate options," that is, the alternative answers to the question which most strongly indicate an interest in or receptivity for drugs on the part of the respondent. The percentage of the county-wide sample selecting the high climate options for each of these 34 questions was ascertained, and for each of the six senior high schools and each of the six junior high schools the same information on percentage choices of high climate option secured. For each item, therefore, the present study identified a county-wide level of choices for the high climate option and both a lowest and a highest percentage choice for that option among the six senior high schools and among the six junior high schools. For any one question therefore, three points of reference were identified; namely, (1) an upper level set by the school with the highest percentage choice of the high climate option; (2) a lowest limit set by the school with the lowest percentage choices of that option; and, (3) an intermediary point set by the percentage choices of that option by the county-wide sample. These three points for each item have been plotted to create a profile which,for all 34 items considered together, creates a continuous band showing range in high climate for drugs.

Two such bands were developed, one for senior high schools and one for junior high schools. The lower limit of the senior high school band and the upper limit of the junior high school band overlapped at many points; hence, the two bands together consistute a continuum which may be used for plotting the percentage choices of any given school to these 34 items and assessing the profile thus created by noting its position within the two reference bands. The six senior high schools used in the present study were found to range among one another with one school tending to be at the top of the high school band and another at the low edge for most questions, and with the other four schools distributing themselves throughout the band in relation to one another. Similarly, for the six junior high schools it was ascertained that one school tended to be at the upper end and another school tended to be at the lower end of the band.

In the aggregate, the three reports on the Montgomery County Public Schools survey of the perceptions of students regarding the teenage drug scene: (1) provided data on the perceptions of the teenage drug scene prevailing among the junior high school and senior high school students across the county; (2) demonstrated that reputed users of marijuana maintain a consistent position regarding drug use that differs dramatically from the position held by the majority of the students in the county; (3) provided the data for developing a procedure for comparing climate for drugs among different groups of teenagers and young adults living in different neighborhoods.

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A Survey of Secondary School Teachers' Perceptions of the Role of the Schools in Dealing with Teenage Drug Use

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Montgomery County Public Schools

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ROCKVILLE, MARYLAND
FEBRUARY 9, 1970

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A GENERAL OVERVIEW OF SURVEY FINDINGS

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TABLE OF CONTENTS

Page

SECTION I - INTRODUCTION 1

The Topics Considered in the Survey 1

Organization of This Report 3

General Impressions from Survey Findings. 4

SECTION II - RESPONSES TO QUESTIONNAIRE ITEMS BY ALL PARTICIPANTS IN THE SURVEY, CONSIDERED AS A SINGLE GROUP 5

Perception of the Extent of Drug Abuse. 5

Perception of Responsibilities Involved in Instruction on Drugs . . . 9

Evaluation of Teachers' Knowledge about Effects and Legal Aspects of Drug Use 15

Opinions about Selected Curriculum and Staff Development Factors Relevant to Instruction about Drugs 19

Teachers' Evaluations of Commonly Expressed Opinions about Teenage Drug Users. 24

SECTION III - OUTCOMES OF ANALYSES DESIGNED TO DISCLOSE ANY DIFFERENCES OF OPINIONS ON INSTRUCTION ABOUT DRUGS AMONG DIFFERENT TYPES OF TEACHERS . 26

The Significance of Observed Differences between School Levels. . . . 27

The Significance of Observed Differences for Different Subject Area Assignments. 28

SECTION IV - ANALYSIS OF WRITTEN COMMENTS. 32

SECTION V - SUMMARY. 33

APPENDIX A

APPENDIX B

TABLE PAGE

1 Secondary School Teachers' Perceptions of Trends in Experimentation With and Use of Drugs, Alcohol and Cigarettes by Teenagers............... 6

2 Secondary School Teachers' Estimates of Whether Experimentation With and Use of Drugs, Alcohol and Cigarettes by Students are Major Problems.. 7

3 Secondary School Teachers' Perceptions regarding the Impact on Drug Abuse of Select Societal Factors.. 8

4 Secondary School Teachers' Percepts of Locus of Responsibility for Instructing Teenagers about Drugs, Alcohol and Cigarettes................ 11

5 Secondary School Teachers' Feelings about Advising Students and Their Parents regarding the Effects of and Penalties for Drug Use............. 12

6 Secondary School Teachers' Percepts of Within-Staff Responsibility for Teaching Teenagers about Drugs, Alcohol and Cigarettes................... 13

7 Feelings of Secondary School Teachers regarding the Need for Teaching in Specific Curriculum Areas about the Effects and Legal Aspects of Drug Abuse... 14

8 Impressions of Secondary School Teachers about Level of Most Teachers' Knowledge about Issues of Drug Abuse....................................... 16

9 Secondary School Teachers' Estimates of Their Own Knowledge about Effects of Drugs, Alcohol and Cigarettes..................................... 17

10 Secondary School Teachers' Estimates of Their Own Knowledge about the Legal Aspects of Using Drugs, Alcohol and Cigarettes....................... 18

11 Secondary School Teachers' Evaluations of the Effectiveness of Four Different Curriculum Provisions for Teaching about Drug Abuse............ 21

12 Secondary School Teachers' Evaluations of Factors Contributing to Effective Teaching about Drug Abuse.. 22

13 Secondary School Teachers' Perceptions of Their Needs for Information on Issues of Law, Confidentiality and Policy Relevant to Teaching about Drugs.. 23

14 Feelings of Secondary School Teachers about Some Commonly Held Opinions regarding Teenage Drug Users.. 25

15 Male and Female Junior and Senior High School Teachers' Perceptions of Trends in Experimentation With and Use of Drugs, Alcohol and Cigarettes by Teenagers.. A1

16 Male and Female Junior and Senior High School Teachers' Estimates of Whether Experimentation With and Use of Drugs, Alcohol and Cigarettes by Students are Major Problems.. A2

17 Male and Female Junior and Senior High School Teachers' Perceptions regarding the Impact on Drug Abuse of Select Societal Factors........... A3

18 Male and Female Junior and Senior High School Teachers' Percepts of Locus of Responsibility for Instructing Teenagers about Drugs, Alcohol and Cigarettes.. A4

TABLE PAGE

19 Male and Female Junior and Senior High School Teachers' Feelings about Advising Students and Their Parents regarding the Effects of and Penalties for Drug Use.......... A5

20 Male and Female Junior and Senior High School Teachers' Percepts of Within-Staff Responsibility for Teaching Teenagers about Drugs, Alcohol and Cigarettes.......... A6

21 Feelings of Male and Female Junior and Senior High School Teachers regarding the Need for Teaching in Specific Curriculum Areas about the Effects and Legal Aspects of Drug Abuse.......... A7

22 Impressions of Male and Female Junior and Senior High School Teachers about Level of Most Teachers' Knowledge about Issues of Drug Abuse....... A8

23 Male and Female Junior and Senior High School Teachers' Estimates of Their Own Knowledge about Effects of Drugs, Alcohol and Cigarettes....... A9

24 Male and Female Junior and Senior High School Teachers' Estimates of Their Own Knowledge about the Legal Aspects of Using Drugs, Alcohol and Cigarettes.......... A10

25 Male and Female Junior and Senior High School Teachers' Evaluations of the Effectiveness of Four Different Curriculum Provisions for Teaching about Drug Abuse.......... A11

26 Male and Female Junior and Senior High School Teachers' Evaluations of Factors Contributing to Effective Teaching about Drug Abuse.......... A12

27 Male and Female Junior and Senior High School Teachers' Perceptions of Their Needs for Information on Issues of Law, Confidentiality and Policy Relevant to Teaching about Drugs.......... A13

28 Feelings of Male and Female Junior and Senior High School Teachers about Some Commonly Held Opinions regarding Teenage Drug Users.......... A14

29 Teachers in Different Subject Areas Percepts of Within-Staff Responsibility for Teaching Teenagers about Drugs, Alcohol and Cigarettes........ B1

30 Feelings of Teachers in Different Subject Areas regarding the Need for Teaching in Specific Curriculum Areas about the Effects and Legal Aspects of Drug Abuse.......... B3

31 Teachers in Different Subject Areas Estimates of Their Own Knowledge about Effects of Drugs, Alcohol and Cigarettes.......... B5

32 Teachers in Different Subject Areas Estimates of Their Own Knowledge about the Legal Aspects of Using Drugs, Alcohol and Cigarettes.......... B6

33 Teachers in Different Subject Areas Evaluations of the Effectiveness of Four Different Curriculum Provisions for Teaching about Drug Abuse....... B7

34 Teachers in Different Subject Areas Evaluations of Factors Contributing to Effective Teaching about Drug Abuse.......... B8

SECTION I

INTRODUCTION

In December 1969, a survey was conducted among secondary school teachers of the Montgomery County Public Schools to document the prevailing opinions among staff regarding the scope of the drug abuse problem among teenagers and regarding the role of the schools in responding to the problem. This is a report of the findings of the survey.

This present survey among teachers is a companion to a system-wide survey conducted in October, 1969, among secondary school students to secure data on their perceptions of experimentation with and use of drugs, alcohol and cigarettes. The questionnaire for the student survey was administered to a randomly selected five per cent sample of the enrollees in each school. The survey questionnaires for secondary school teachers was sent by mail to approximately 20 per cent of the classroom teachers in the 46 junior and senior high schools in the system, and was returned by mail directly to the Department of Research of the Montgomery County Public Schools. The teachers selected for the survey were drawn by random selection, from the roster of all classroom teachers in the secondary schools.

The Topics Considered in the Survey

The questionnaire asked respondents to report their opinions about:

1. Trends among teenagers as regards experimentation with and use of marijuana, amphetamines, LSD, barbiturates, glue, heroin, alcohol and cigarettes.

2. The present scope of the problem of teenage experimentation with and use of these products.

3. The impact upon teenage drug abuse of changing value systems among students and among adults, present level of instruction about drugs, and breakdown in respect for law.

4. The relative responsibility of home, church, school, public health agencies, and government for teaching teenagers about drugs, alcohol and cigarettes.

5. Alternative positions that might be taken about advise school should give to students and parents about the effects of and penalties for drug use.

6. The responsibility of different types of staff members for teaching about drugs.

7. Need for teaching about drugs in specific curriculum areas (science, mathematics, social studies, etc.)

8. Knowledgeability among teachers in general about effects of drug use, legal issues relevant to drug use, causes of drug use, etc.

9. The level of most teachers' knowledge about the nature and effects of each of the eight products considered in the survey (marijuana, amphetamines, LSD, barbiturates, glue, heroin, alcohol and cigarettes).

10. The self-estimate of the level of each respondent's own knowledge about these products.

11. The relative effectiveness of each of four alternative ways of including instruction about drugs in the school program (i.e., as informal class discussion, as a teaching emphasis distributed among all curriculum areas, as a specific topic in selected subject areas, or as a separate course).

12. The usefulness of some identified procedures for providing teachers with information needed to teach about drugs.

13. Legal considerations involved in teaching about drugs and in protecting privileged and confidential information involving students.

14. The nature of students who use drugs.

Sixty-one per cent of the recipients of questionnaires completed and returned the forms. Fifty-six per cent (56 per cent) of the respondents were men; 44 per cent women; totaling 262 respondents.* This distribution of respondents by sex was almost the same for both the junior high schools (54 per cent men, 46 per cent women) and the senior high schools (58 per cent men, 42 per cent women).

The junior high respondents, as a group, tended to be somewhat younger than the senior high teachers and also to have had fewer years of experience in the classroom, as here indicated:

	Age			Experience		
	Under 25	26-45	46 and over	1-2 yrs.	3-10 yrs.	11 or more
Jr. High	33%	54%	13%	24%	49%	27%
Sr. High	16%	64%	20%	15%	40%	45%

The following figures show the proportion distribution of respondents among the subject areas reflecting the relative emphases upon the different curriculum areas in the junior and senior high schools:

---

* Some questionnaires returned were not used because: (1) they arrived after the cut-off date for processing returns, (2) some necessary classification data was lacking and (3) they were returned by personnel whose present position was not applicable to the survey.

	Per Cent of Respondents Teaching in Each Area Indicated		
Subject Area:	Total	Jr.	Sr.
Science and Math	24	23	24
Business Education	6	1	10
Social Science and Language Arts	32	34	32
Special Education	3	5	1
Physical Education	10	13	8
Industrial Arts and Home Economics	8	10	6
Driver Education	5	0	8
Fine Arts	3	3	3
Music	3	5	1
Foreign Language	6	6	7

Organization of This Report

The data secured in this survey were analyzed to yield findings for:

1. The entire sample of respondents considered as a single group, representing the total staff of the secondary schools, Grades 7 through 12.
2. The sample of respondents classified separately as junior high school respondents and senior high school respondents and, at the same time, for male teachers and for the female teachers, considered as separate groups within each level. The purpose here was to ascertain whether the opinions of classroom teachers differed from one secondary school level to the other and between men and women in the staff.
3. The sample of teachers classified according to subject area assignment, to ascertain whether teachers in different areas of specialization held the same or different opinions.

The findings for the respondents treated as a single group are reported in Tables 1 through 14. Explanatory comments accompany each of these tables.

The findings for the respondents classified by placement in junior or in senior high school and by sex are reported in Tables 15 through 28 (in Appendix A).

Tables 29 through 34 (in Appendix B) provide data on opinions of teachers classified by subject area regarding six questions relevant to subject area differences. Data from Tables 15 through 34 is described in Section III of this report.

General Impressions from Survey Findings

As a preface to this report, it may be stated that the general thrust of the findings, detailed in Sections II and III, is the same, whether respondents were male or female or teaching in junior or in senior high schools. They expressed the same concerns about teenage drug use that are generally thought to characterize the adult population in the community, and they tended to feel that the problem is increasing. They feel that the home, the school, and public health authorities share major responsibility for teaching the adolescents and young adults in the community about drugs and the hazards of drug abuse. They feel that instruction about drugs is most relevant in courses in health, physical education, science and social studies. They feel the need for information about drugs, reflecting here the same felt need of most adults in the face of today's public debate and the debate in scientific circles on the hazards of many drugs.

A limitation of this study is that it secured responses only from adults working in the schools, so there are no baseline data on adults in general against which to compare the teachers' stated opinions about the scope of the problem, the need for instruction about drugs, and the locus of responsibility for teaching young people about drugs. The general impression provided by the data is that teachers have a strong conviction that the teenage drug abuse problem needs response from home, school and other societal forces and that teachers feel a high sense of responsibility in this area of concern.

SECTION II

RESPONSES TO QUESTIONNAIRE ITEMS BY ALL PARTICIPANTS IN THE SURVEY, CONSIDERED AS A SINGLE GROUP

This section provides a picture of the responses made by the entire group of teachers in the Montgomery County Public Schools on how they feel, as a total staff, about the issues and problems covered by the survey instrument. In the 14 tables that follow, the data summarize responses to questions by the respondents treated as a single group -- not classified by sex or by whether they are junior or senior high school teachers. Each table reviews data for sets of related questions.

Perception of the Extent of Drug Abuse

Respondents were asked whether they feel that the use of drugs, alcohol and cigarettes is increasing and whether use of these products constitutes a major problem. Table 1 shows that the respondents feel that use of marijuana, alcohol and cigarettes is increasing, but that they are generally not sure about the trends in experimentation with and use of amphetamines, LSD, barbiturates, glue and heroin. Seventy-two per cent (72 per cent) feel that use of marijuana is increasing while only 6 per cent feel the same about glue. About one-third (35 per cent) feel that the use of glue is decreasing. The responses for LSD are interesting in that the respondents' choices spread throughout the possible responses and do not focus strongly on any one trend. Only 2 per cent of the respondents feel that use of marijuana, amphetamines and alcohol is decreasing. Thirteen per cent (13 per cent) of the respondents feel that use of cigarettes is decreasing.

Table 2 reports data on the reactions of the respondents to the question as to whether use of each of the eight products is "a major problem." The table reveals that 56 per cent of the respondents feel that marijuana is a major problem and that 64 per cent feel similarly about cigarettes. The relatively large "not yet" response for all products suggests that there is a considerable number of respondents who feel that, while use of some drugs is not a problem at present, it may become one in the future.

Teachers were asked to what extent changing values were responsible for drug use. Table 3 shows that 88 per cent of the respondents feel that changing student values are a major factor in drug use. The majority of respondents (55 per cent) feel that a breakdown in respect for the law is another major factor. The majority think that lack of instruction in the schools is either a minor factor or not a factor at all in contributing to drug use.

TABLE 1

SECONDARY SCHOOL TEACHERS' PERCEPTIONS OF TRENDS IN EXPERIMENTATION WITH AND USE OF DRUGS, ALCOHOL AND CIGARETTES BY TEENAGERS

	Per Cent of Respondents Estimating Indicated Trends in Experimentation with and Use of Named Product			
	Increasing	About the Same	Decreasing	Not Sure
Products:				
Marijuana	72	7	2	9
Amphetamines	37	16	2	45
LSD	25	15	21	39
Barbiturates	29	18	7	46
Glue	6	14	35	45
Heroin	15	19	8	58
Alcohol	47	36	2	15
Cigarettes	46	34	13	7

TABLE 2

SECONDARY SCHOOL TEACHERS' ESTIMATES OF WHETHER EXPERIMENTATION WITH AND USE OF DRUGS, ALCOHOL AND CIGARETTES BY STUDENTS ARE MAJOR PROBLEMS

	Per Cent of Respondents Selecting Indicated Option for Named Product			
	Yes	Not Yet	No	Not Sure
Products:				
Marijuana	56	14	10	20
Amphetamines	37	22	8	33
LSD	28	26	16	30
Barbiturates	29	22	10	39
Glue	20	14	29	37
Heroin	17	25	31	27
Alcohol	39	26	21	14
Cigarettes	64	11	17	8

TABLE 3

SECONDARY SCHOOL TEACHERS' PERCEPTIONS REGARDING THE IMPACT ON DRUG ABUSE OF SELECT SOCIETAL FACTORS

	Per Cent of Respondents Ascribing Indicated Option for Named Product			
	Major	Minor	None	Undecided
Factors:				
Changing Values on the Part of Students	88	8	1	3
Changing Adult Values	49	33	11	7
Insufficient Impact of Schools in Instructing about Effects of Drugs	27	47	16	10
Breakdown in Respect for the Law	55	31	9	5

Perception of Responsibilities Involved in Instruction on Drugs

Questions were also directed toward securing the teachers' opinions about: (1) the institutions responsible for instruction about drugs, (2) policies that schools may adopt in this area, (3) the types of professional personnel in the schools who should be responsible for drug instruction and (4) specific curriculum areas where instruction about drug abuse is important.

The home, the school and public health agencies were said to have a major responsibility for instruction, in the order named, by 88 per cent, 82 per cent and 71 per cent of the respondents, respectively, as shown in Table 4. Major or minor responsibility were ascribed to those three institutions as follows: home 99 per cent; school, 98 per cent; health agencies, 97 per cent. Thirteen per cent (13 per cent) of the respondents had some doubts about the involvement of the church in instruction about drugs, and 17 per cent had doubts about the involvement of legal authorities; but 87 per cent felt that the church had some responsibility (27 per cent,major; 60 per cent,minor) and 85 per cent felt that legal authorities had some responsibility (47 per cent,major, 38 per,cent minor).

Obviously, the teachers feel that all social resources share in the task of reversing any trend toward abuse of drugs by teenagers.

The respondents were asked how much they agreed with each of three statements which could define policy about advising parents and students regarding the effects of and penalties for use of drugs; namely:

1. Advising students about the effects of drugs.
2. Advising students about penalties for illegal use.
3. Advising parents about the effects of drugs.

The responses to this question are detailed in Table 5. All three types of advisement were strongly favored by the respondents: 91 per cent for advising students about the effects of drugs, 78 per cent for advising about penalties, and 84 per cent for advising parents about the effects of drugs. However, 7 per cent of the respondents felt that advising students should occur only when a known violation exists; 18 per cent felt that advisement about penalties should occur only when there is a known violation, and 12 per cent felt that parents should be advised only when a violation exists. It seems that many respondents in answering this question had in mind face-to-face conferences rather than classroom presentation, thus accounting for the feeling upon the part of some respondents that direct counseling should be reserved for cases of known drug use.

Table 6 reports the data regarding opinions as to which types of staff members should provide drug instruction. Teachers, counselors, school nurses, and psychologists were perceived as having a major responsibility for teaching about drugs.

At least 89 per cent of the respondents accorded either "major" or "minor" responsibility for drug instruction to each of these four types of professional personnel. Consultants from the outside were also accorded a strong degree of responsibility, with 59 per cent of the respondents voting them a "major" responsibility and 36 per cent a "minor" responsibility.

Administrators were accorded "major" responsibility by 26 per cent of the respondents, "minor" responsibility by 52 per cent and 16 per cent felt that the administrators had no responsibility for teaching about drugs. This answer may well reflect a general feeling that instruction about drugs is a classroom or counseling-type activity not feasible in broad scale for administrators.

There was very strong feeling that teachers' aides should have no responsibility for instruction about drugs. Sixty-seven per cent (67 per cent) of the respondents voted this way, and 12 per cent voted "undecided."

As regards librarians or student teachers, majority opinion was fairly evenly divided between their being accorded "minor" responsibility and being given no responsibility for drug instruction.

The third question,about locus of responsibility for instruction about drugs,asked about the importance of teaching about drugs in specific curriculum areas. Table 7 reviews the relevant data. The respondents felt it was "very important" in physical education (65 per cent), the sciences (62 per cent), and social studies (47 per cent). Instruction about drugs was considered to be extraneous to course content in mathematics by 79 per cent of all the respondents, in language arts by 51 per cent, in industrial arts by 73 per cent, in fine arts by 69 per cent, in music by 75 per cent and in foreign languages by 83 per cent. Opinion was divided about responsibility for instruction about drugs in home economics with 55 per cent selecting "very important" or "important," and 45 per cent selecting either "undecided" or "considered extraneous to course."

The respondents evidently feel that the major responsibility for instruction about the effects and legal aspects of drug abuse lies with those curriculum areas which have traditionally been associated with health education and biology instruction, that is, with science and physical education. Social studies classes are also seen as having relevance, and there is a feeling that home economics classes can make a useful contribution.

TABLE 4

SECONDARY SCHOOL TEACHERS' PERCEPTS OF LOCUS OF RESPONSIBILITY FOR INSTRUCTING TEENAGERS ABOUT DRUGS, ALCOHOL AND CIGARETTES

	Per Cent of Respondents Ascribing Indicated Level of Responsibility of Named Institutions			
	Major	Minor	None	Undecided
Institution:				
Home	88	11	0	1
Church	27	60	6	7
School	82	16	1	1
Public Health Agencies	71	26	2	1
Legal Authorities (Govt.)	47	38	6	9

TABLE 5

SECONDARY SCHOOL TEACHERS' FEELINGS ABOUT ADVISING STUDENTS AND THEIR PARENTS REGARDING THE EFFECTS OF AND PENALTIES FOR DRUG USE

	Per Cent of Respondents Selecting Indicated Option Regarding Policy Named			
	Strongly in Favor	Favor When Known Violation Exists	Strongly Against	Undecided
Policy:				
Advising Students about the Effects of Drugs	91	7	1	1
Advising Students about Penalties for Illegal Use	78	18	1	3
Advising Parents about the Effects of Drugs	84	12	1	3

TABLE 6

SECONDARY SCHOOL TEACHERS' PERCEPTS OF WITHIN-STAFF RESPONSIBILITY FOR TEACHING TEENAGERS ABOUT DRUGS, ALCOHOL AND CIGARETTES

	Per Cent of Respondents Ascribing Indicated Level of Responsibility to Type of Personnel Named			
	Major	Minor	None	Undecided
Types of Professional Personnel:				
Administrators	26	52	16	6
Teachers	66	26	4	4
Counselors	68	26	4	2
School Nurses	66	27	3	4
Psychologists	57	32	3	8
Librarians	6	45	42	7
Consultants from Outside the School	59	36	2	3
Student Teachers	7	37	47	9
Teacher Aides	2	19	67	12

TABLE 7

FEELINGS OF SECONDARY SCHOOL TEACHERS REGARDING THE NEED FOR TEACHING IN SPECIFIC CURRICULUM AREAS ABOUT THE EFFECTS AND LEGAL ASPECTS OF DRUG ABUSE

	Per Cent of Respondents Selecting Indicated Option in Curriculum Area Named			
	Very Important	Important	Undecided	Consider Extraneous to Course
Curriculum Areas:				
Sciences	62	28	7	3
Mathematics	2	7	12	79
Social Studies	47	34	13	6
Language Arts	9	20	20	51
Physical Education	65	29	4	2
Industrial Arts	4	8	15	73
Home Economics	20	35	20	25
Fine Arts	5	9	17	69
Music	4	7	14	75
Foreign Languages	3	4	10	83

Evaluation of Teachers' Knowledge about Effects and Legal Aspects of Drug Use

The three questions on this topic asked respondents' to evaluate the knowledge of teachers in general and to evaluate their own knowledge about the effects, legal aspects, causes, and extent of drug abuse.

Table 8 summarizes responses to the question on respondents' perceptions of most teachers' knowledge about issues of drug abuse. The table reveals that the respondents feel that most teachers are "not well informed" about the effects, legal aspects, causes, or the extent of drug abuse. More feel that teachers are "not well informed" about the causes of drug abuse (69 per cent) and extent of drug abuse (74 per cent) than do so about the effects and legal aspects of drug abuse. In connection with the causes and extent of drug abuse lack of knowledge is generally presumed to characterize the entire adult population; so, the responses of the participants in the survey to this question are more an evidence of their candor in reply than of any weakness within the profession.

Table 9 reviews responses to a question on the respondents' own level of knowledge about the effects of marijuana, amphetamines, LSD, barbiturates, glue, heroin, alcohol and cigarettes. Forty-eight per cent (48 per cent) of the respondents rated their knowledge about the effects of marijuana as "very good or "adequate"; approximately 30 per cent rated themselves similarly as regards the effects of amphetamines, barbiturates, glue and heroin; 39 per cent felt at least "adequate" as regards LSD; 75 per cent and 79 per cent, respectively, rated their own knowledge about the effects of alcohol and cigarettes as "very good" or "adequate." While there are among the teaching staff, as a whole, a majority who do not feel knowledgeable about drugs, especially amphetamines, LSD, barbiturates, glue and heroin, it is clear from these data that a sizeable per cent of the teaching staff evidentially feels familiar enough with the effects of the eight products considered to undertake responsibilities in the area of instruction about drugs.

The third question about knowledge for teaching about drugs asked respondents to estimate their own information about the legal aspects of use of the eight products considered in the survey. The responses to this question, reported on Table 10, are very similar to the responses to the question about the respondents' own knowledge about the effects of drug use.

While relatively few teachers pronounced their own knowledge as "very good," the sum of those who rated their knowledge of legal issues as "very good" and "adequate" presently constitutes a substanial number of teaching personnel.

TABLE 8

IMPRESSIONS OF SECONDARY SCHOOL TEACHERS ABOUT LEVEL OF MOST TEACHERS' KNOWLEDGE ABOUT ISSUES OF DRUG ABUSE

	Per cent of Respondents Selecting Indicated Option on Teachers' Knowledge About Named Issues			
	Very Well Informed	Well Informed	Not Well Informed	I Am Not Sure
Issues:				
Effects of Drug Abuse	5	31	57	7
Legal Aspects of Drug Abuse	3	30	60	7
Causes of Drug Abuse	3	18	69	10
Extent of Drug Abuse	2	13	74	11

TABLE 9

SECONDARY SCHOOL TEACHERS' ESTIMATES OF THEIR OWN KNOWLEDGE ABOUT EFFECTS OF DRUGS, ALCOHOL AND CIGARETTES

	Per Cent of Respondents Selecting Indicated Option to Describe Their Own Knowledge About Named Product		
	Very Good	Adequate	Inadequate
Products:			
Marijuana	19	29	52
Amphetamines	9	18	73
LSD	12	27	61
Barbiturates	9	22	69
Glue	8	22	70
Heroin	12	18	70
Alcohol	35	40	25
Cigarettes	38	41	21

TABLE 10

SECONDARY SCHOOL TEACHERS' ESTIMATES OF THEIR OWN KNOWLEDGE ABOUT THE LEGAL ASPECTS OF USING DRUGS, ALCOHOL AND CIGARETTES

	Per Cent of Respondents Selecting Indicated Option to Describe Their Own Knowledge About Named Product		
	Very Good	Adequate	Inadequate
Products:			
Marijuana	14	34	52
Amphetamines	7	17	76
LSD	8	25	67
Barbiturates	6	20	74
Glue	5	15	80
Heroin	14	25	61
Alcohol	29	40	31
Cigarettes	32	39	29

Opinions about Selected Curriculum and Staff Development Factors Relevant to Instruction about Drugs

Questions were included in the survey to determine how teachers' feel drug instruction should be handled in the curriculum, what factors teachers perceive to be important for effective instruction, and what information teachers feel they need for teaching about drugs.

In one set of questions, four specific curriculum provisions for teaching about drug abuse were suggested and the respondents were asked to rate the effectiveness of each provision. These different curriculum provisions were:

1. Informal discussion in any class.
2. Infusion of instruction about drugs in the total curriculum as a general goal.
3. Units of instruction about drugs in specified subject areas (e.g., physical education).
4. Separate courses on drugs.

The responses are summarized on Table 11. The strongest choice was for units of drug instruction in other relevant courses. Ninety-seven per cent (97 per cent) of the respondents considered this curriculum plan either "very effective" (55 per cent) or "effective" (42 per cent), and only 3 per cent considered it "ineffective." Thirty-six per cent (36 per cent) of the respondents considered infusion of drug instruction throughout the curriculum as a general goal an "ineffective" procedure and only 18 per cent considered it "very effective." Eighty per cent (80 per cent) of the respondents considered informal discussion in any class either "very effective" (32 per cent) or "effective" (48 per cent); and 84 per cent consider separate courses in drugs either "very effective" (45 per cent) or "effective" (39 per cent).

In summary, the vote was most strongly in favor of the current approach which gives drug instruction a specified place within the content of a relevant course, such as health and physical education, science and home economics.

One question on the survey instrument asked how important the following factors are in effective instruction about drugs:

Scientific data about the effects of drugs

Full knowledge of legal aspects of use

Workshops on counseling drug users

Workshops in the teaching of controversial subjects

Pre-developed courses on drug abuse

Reports and digests on drug abuse

Guest speakers

Films

As Table 12 indicates, scientific data, full knowledge of legal aspects of drug use and films are the most desired aids for teaching about drugs. Ninety-seven per cent (97 per cent) of all respondents consider scientific data paramount (76 per cent "very important" and 21 per cent "important"). Ninety-three per cent (93 per cent) consider knowledge of legal aspects of drug use relevant (60 per cent "very important" and 33 per cent "important"). Ninety-two per cent (92 per cent) attest to the usefulness of films (56 per cent, "very important" and 36 per cent "important"). Workshops on counseling student drug users are strongly supported, with 55 per cent of the respondents considering them "very important" and 30 per cent considering them "important." There is about the same general level of support for "outside speakers" as for workshops on counseling drug users.

There is strong support, too, for workshops on the teaching of controversial subjects ("very effective," 36 per cent and "effective," 40 per cent), although almost one-fourth (24 per cent) of the respondents express doubts on this score. Pre-developed courses on drug abuse are considered "very effective" by 34 per cent and "effective" by 44 per cent of the respondents, but almost one-fourth (24 per cent) of them express doubt on this score, also. Reports and digests on drug abuse are evaluated as "very effective" by 36 per cent and "effective" by 50 per cent of the respondents.

The third question,in the area of background information about drugs or drug instruction considered important asked the respondents to rate their need for information on these issues:

Legal constraints on teaching about drugs

Public policy of the school system regarding teaching about drugs

Community sentiment regarding teaching about drugs

Phasing of teaching about drugs from grade to grade

Legal protection from being misquoted regarding drugs

Confidentiality (inviolability of confidences from students)

The responses to this question are reported in Table 13. As indicated, the proportion of respondents expressing "strong need" ranged from 39 per cent for information about "phasing of teaching about drugs from grade to grade" to 56 per cent for information about school system policy regarding teaching about drugs. Approximately one-third of the respondents felt "some need" for information on all six topics considered in this question.

TABLE 11

SECONDARY SCHOOL TEACHERS' EVALUATIONS OF THE EFFECTIVENESS OF FOUR DIFFERENT CURRICULUM PROVISIONS FOR TEACHING ABOUT DRUG ABUSE

	Per Cent of Respondents Evaluating Each Curriculum Provision as Indicated		
	Very Effective	Effective	Ineffective
Type of Instruction:			
Informal Discussion in any Class	32	48	20
In the Total School Curriculum as a General Goal	18	46	36
As units in Specific Subject Areas, Such as Helath, Hygiene, or Physical Education	55	42	3
In Separate Courses on Drugs	45	39	16

TABLE 12

SECONDARY SCHOOL TEACHERS' EVALUATIONS OF FACTORS CONTRIBUTING TO EFFECTIVE TEACHING ABOUT DRUG ABUSE

	Per Cent of Respondents Selecting Rating Indicated			
	Very Important	Important	Unimportant	Not Sure
Factors:				
Scientific Data on Effects of Use of Each Drug	76	21	1	2
Full Knowledge of the Legal Aspects of Drug Abuse	60	33	4	3
Workshops on Counseling Students Who Use Drugs	55	30	6	9
Workshops on Teaching Controversial Subjects	36	40	14	10
Pre-Developed Courses on Drug Abuse for Teenagers	34	44	11	11
Reports and Digests on Drug Abuse	36	50	6	8
Outside Speakers	55	36	4	5
Films	56	36	4	4

TABLE 13

SECONDARY SCHOOL TEACHERS' PERCEPTIONS OF THEIR NEEDS FOR INFORMATION ON ISSUES OF LAW, CONFIDENTIALITY AND POLICY RELEVANT TO TEACHING ABOUT DRUGS

	Per Cent of Respondents Indicating Degree of Need Specified			
	Strong Need	Some Need	No Need	Not Sure
Considerations:				
Legal Constraints on Teaching about Drugs	55	31	7	7
Public Policy of Your School System regarding Teaching about Drugs	56	34	6	4
Community Sentiment regarding Teaching about Drugs	45	36	12	7
Phasing of Teaching about Drugs from Grade to Grade	39	36	8	17
Legal Protection from Being Misquoted regarding Drugs	47	32	11	10
Confidentiality (Inviolability of Confidences from Students)	55	27	6	12

Teachers' Evaluations of Commonly Expressed Opinions about Teenage Drug Users

The last question on the survey instrument asked the respondents to give their reactions to statements to the effect that teenagers who use drugs are:

1. More likely to be non-conformers
2. Less likely to be receiving good grades
3. The politically active types
4. Looking for "kicks"
5. Rebelling against authority
6. Unaware of the dangers of drug use
7. In search of "in-group" status
8. Endangering their future

The point on which most teacher respondents (87 per cent) agree and fewest disagree (3 per cent) is that students who use drugs are endangering their own future. On two other points there was a very high level of agreement regarding students who use drugs: (1) that they are looking for "kicks" (74 per cent of the respondents) and (2) that they are enjoying the feeling of being members of a special "in-group" (77 per cent of the respondents). This is shown on Table 14.

About one half of the teacher respondents feel that students who use drugs are non-conformers, are in rebellion against authority, and are not aware of the dangers involved. However, about one-third of the respondents (35 per cent) feel that students who use drugs do so despite the fact that they are aware of the dangers involved. Also one-third of the respondents (35 per cent) feel that conforming students may also be drug users.

Only 29 per cent of the teachers feel that students receiving good grades are less likely than others to use drugs. In fact, 56 per cent of the respondents disagreed with the assumption that drugs are necessarily eschewed by students who get good grades, and another 15 per cent were unsure on this score.

The idea that student drug-users are "more politically active" was supported by only 19 per cent of the respondents and was rejected by 48 per cent. However, 33 per cent of the survey participants had some doubts on this score and checked the "don't know" option.

In summary, the teacher respondents, as a group, felt strongly that drug use among teenagers is a search for "kicks" among in-group members who are mutually reinforcing one another's drug use, and that the young drug users are endangering their futures. At least half of the teachers see the teenage drug user as a non-conformer and a social rebel who is not aware of the dangers of drugs, but a sizable proportion of teachers feel that the drug user is aware of the dangers and is not necessarily a rebel or a non-conformer. Relatively few teachers think that academic success is a bar to drug use by teenagers.

TABLE 14

FEELINGS OF SECONDARY SCHOOL TEACHERS ABOUT SOME COMMONLY HELD OPINIONS REGARDING TEENAGE DRUG USERS

	Per Cent of Respondents Selecting Indicated Option		
	Agree	Disagree	Don't Know
Statements regarding Drugs and Drug Use:			
Non-conforming students are more likely to use drugs.	50	35	15
Students with good grades are less likely to use drugs.	29	56	15
Students who use drugs are more politically active.	19	48	33
Most students who use drugs are looking for "kicks."	74	14	12
Most students who use drugs are rebelling against authority.	52	28	20
Most students who use drugs are not aware of the dangers.	51	35	14
Students who use drugs feel that they are part of a special "in-group."	77	10	13
Students who use drugs are endangering their future.	87	3	10

SECTION III

OUTCOMES OF ANALYSES DESIGNED TO DISCLOSE ANY DIFFERENCES OF OPINIONS ON INSTRUCTION ABOUT DRUGS AMONG DIFFERENT TYPES OF TEACHERS

The preceding discussion considered all the teacher respondents as a single group representative of the secondary school staff as a whole. Some of the participants, of course, were also representative of the junior high school staff,and others were representative of the senior high school staff; so, examination of the data was in order to ascertain whether there were significant differences in responses to the survey questions at these two levels of the school system. Similarly, the data were examined to ascertain whether the survey returns of male teachers differed from those of female teachers for each of the school levels, and whether teachers in different areas of curriculum specialization differed in their responses.

To test whether differences in responses to the survey questions occur between the two levels and sexes, the survey data were reorganized as shown in Tables 15 through 28 in Appendix A. Each table in Appendix A presents the data for all junior high school respondents separately from the data for all senior high school respondents and shows the data for male respondents and for female respondents in both levels.

Tables 15 through 28 present the responses to the same questions as are covered in Tables 1 through 14. The difference is that Tables 1 through 14 report for all teachers combined, regardless of school level of assignment or sex of respondent while Tables 15 through 28 break the data down into these two factors. The following list shows which tables are directly comparable.

Section I	Appendix A
Table 1	Table 15
2	16
3	17
4	18
5	19
6	20
7	21
8	22
9	23
10	24
11	25
12	26
13	27
14	28

Appendix B consists of tables in which data have been reorganized to show how teachers in different subject areas responded to sets of questions that involve issues about which one might hypothesize that there could be differences of opinion among specialists in different disciplines.

These sets of questions related to:

1. Responsibilities of different types of staff for instruction about drugs. (Table 29)
2. The need for teaching about drugs in the different subject areas. (Table 30)
3. The respondents' estimates of their own knowledge for teaching about the effects of drugs, alcohol and cigarettes. (Table 31)
4. The respondents' estimates of their own knowledge for teaching about the legal aspects of the use of drugs, alcohol and cigarettes. (Table 32)
5. The respondents' evaluations of four different types of curriculum provision for instruction about drugs. (Table 33)
6. The importance of selected factors in teaching effectively about drugs. (Table 34)

The tables in Appendix B correspond as follows to the tables in Section I.

Section I	Appendix B
Table 6	Table 29
7	30
9	31
10	32
11	33
12	34

The Significance of Observed Differences between School Levels

The 14 tables in Appendix A yield 279 comparisons. This figure results from the fact that there are 93 specific questions on the survey instrument and that comparisons can be made between responses to each question by each of the three following categories of respondents on each question:

1. All junior high school respondents vs. all senior high school respondents
2. Junior high male respondents vs. junior high female respondents
3. Senior high school male respondents vs. senior high school female respondents

Thus, there are three times 93 comparisons, or a total of 279 comparisons.

Out of these 279 comparisons for the 14 tables in Appendix A, only two showed statistically significant differences at the .01 level.*

These two cases involved differences in answers between male respondents and female respondents teaching in junior high school regarding:

1. Perceptions of the present magnitude of the "glue sniffing" problem (see Table 16 in Appendix A), for which a greater percentage of female than male respondents checked "not sure," and more male than female respondents checked "yes" ("glue sniffing is a major problem").
2. Perceptions as to whether "insufficient impact of schools in instructing about effects of drugs" was a factor responsible for drug use (see Table 17),where the higher percentage of female teachers' choice of the "undecided" option (29 per cent) over the male teachers' choice of this option (3 per cent) accounted for the statistical significance.

There were no statistically different responses to any of the 93 questions as regards male vs. female respondents in the senior high schools. Also, for all senior high respondents vs. all junior high respondents there were no significantly different responses for any of the questions.

These findings mean that, for all practical purposes, there is a unified position within the professional teaching staff from Grade 7 through Grade 12 regarding the nature of the teenage drug problem and the role of the school in responding to it.

The Significance of Observed Differences for Different Subject Area Assignments

It was hypothesized that for the six topics listed above (Page 27) differences in responses would occur in accordance with subject matter assignment. That is, teachers with different subject matter assignments could reasonably be expected to respond differently to these sets of questions. The responses to these six sets of questions are shown in Tables 29 through 34 in Appendix B.

Statistically significant differences in response were not found within three of these six sets of questions; namely, those on:

Respondents' estimates of the need for teaching about drugs in various subject areas. (Table 30)

The relative effectiveness of four alternative provisions for including drug instruction into the curriculum. (Table 33)

The importance, as contributions to effective teaching about drugs, of such factors as scientific data about drugs, legal aspects of drug use, workshops for teachers, pre-determined courses, outside speakers and films. (Table 34)

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*The chi-square test of differences among proportions was used: The .01 level of probability was required as evidence of statistical significance.

For these three sets of questions the observed difference on the relevant Tables 30, 33 and 34 are thus not important; hence, the assumption did not hold that teachers in different curriculum areas would respond differently to these kinds of questions.

Three of the six sets of questions did yield a total of six comparisons which reflected significant differences. These sets of questions were on these topics:

Within staff responsibility for instruction (Table 29)

Respondents' estimates of their own knowledge about the effects
of drug use (Table 31)

Respondents' estimates of their own knowledge about legal aspects
of drug use (Table 32)

Three significant differences were found among the questions summarized on Table 29. The observed differences among the different types of respondents are significant at the .01 level for their responses to the questions about the responsibility of the teacher for providing instruction about drugs and the responsibility of the school nurse and of the school psychologist for this kind of instruction.

It is obvious from Table 29 that all categories of respondents, classified by area of specialization, feel that teachers have either a "major" or a "minor" responsibility. The main differences are in the vote for "major" responsibility by the physical education teachers. A larger percentage of the physical education teachers (96 per cent) than any of the other types feels that the "major" responsibility for instruction rests with teachers. Physical education teachers have traditionally been assigned this type of instruction, and their view of where responsibility should lie is consonant with this assignment.

There was a difference among the various types of teachers with regard to the role of school nurses and psychologists in teaching about drugs. Special education teachers (100 per cent) and foreign language teachers (94 per cent) particularly feel that school nurses should have a "major" responsibility. Only 50 per cent of the physical education and music teachers and 42 per cent of the driver education teachers feel similarly. The remaining groups of teachers range between 60 and 75 per cent responding that school nurses have a "major" responsibility. The distribution of responses of each type of teacher contributes to the significant difference here.

Psychologists were thought to have "major" or "minor" responsibility by a great many of the respondents. However, only 27 per cent of the physical education teachers responded "major" responsibility. Other groups where less than half of the respondents perceived a "major" responsibility for psychologists in this area are: business education teachers, 44 per cent; special education teachers, 43 per cent; driver education teachers, 42 per cent and music teachers, 13 per cent.

Table 31 is the next table on which a significant difference is present. Here, the responses for two questions differ among the groups. These questions concern the rating of the respondents' own knowledge for teaching about the effects of amphetamines and LSD. The differences here are accounted for by the fact that very small percentages of physical education teachers rate their own knowledge about the effects of these two drugs as "inadequate." With regard to amphetamines, only 31 per cent of the physical education teachers rated their knowledge as "inadequate." All of the special education and music teachers rated their own knowledge "inadequate" and the range for the remaining groups is from 67 to 87 per cent rating themselves as "inadequate."

For LSD the same general pattern occurs again. Very few physical education teachers (23 per cent) rated their knowledge about the effects of LSD as "inadequate." Other groups of teachers were more likely to rate their own information as "inadequate." However, inspection of Table 31 shows that while the "very good" rating is still low for all groups there is a higher percentage rating their own knowledge as "adequate" for LSD than for amphetamines. This perception may stem from the large amounts of adverse publicity circulated about LSD thereby making the public more aware and knowledgeable about its dangers.

The remaining significant difference occurs on Table 32 with regard to the respondents' rating of their own knowledge for teaching about the legal aspects of LSD. The same pattern is apparent here as for teaching about the effects of LSD. The physical education teachers rate their own knowledge as "inadequate" with less frequency (38 per cent) than any of the other groups.

Significant differences were found for three other questions that were not expected to yield differences and were not included on the list of topics presented earlier. This information is not presented in tabular form but a discussion of the differences follows. The first question is:

> How great a responsibility do you feel the home should have in teaching teenagers about drugs?

The significant difference on this point is accounted for by the "undecided" responses of 6 per cent of the business education teachers and 12 per cent of the music teachers. For all other groups, 100 per cent of the respondents said the home should have either a "major" or "minor" responsibility. The "undecided" responses probably refer to indecision between "major" and "minor."

The other two significant differences occurred for the two questions, How do you feel about the statements:

1. Students with good grades are less likely to use drugs.
2. Most students who use drugs are rebelling against authority.

More than half of of the physical education teachers (54 per cent) and the driver education teachers (58 per cent) agree with the first statement. The special education teachers (71 per cent), foreign language teachers (71 per cent) and music teachers (75 per cent) disagree. The source of significance is accounted for by these figures.

For the second statement the physical education teachers (73 per cent) and the foreign language teachers (76 per cent) disagree while the music teachers (62 per cent) agree accounting for the significance.

In summary, it may be said that for most of the questions on the survey instrument -- actually, for 84 out of the 93 questions -- the specialists in the different curriculum areas did not differ as groups. On the relatively few questions for which there were among-category differences, the strong opinions of physical education teachers generally account for the differences. The strong responses of the physical education teachers may be interpreted as a reflection of their commitment to an important unit of instruction for which they have been, and are, responsible.

SECTION IV

ANALYSIS OF WRITTEN COMMENTS

Space was provided on the questionnaire instrument for respondents to make written comments if they desired to do so. About one quarter (24.5 per cent) of the respondents made a written comment. The comments fall into several general categories referring generally to teachers, students and teaching about drugs.

Concern about the extent of the drug problem among teenagers and the need for action to combat the problem was either directly stated or implied in the majority of these written remarks. Some teachers felt that the extent of the problem has been underestimated while others felt that the drug problem has been "blown up" by the news media and that they knew of no students involved in drug abuse.

Some of the recommendations made by the responding teachers are:

1. Special courses or summer workshops where teachers would learn about the dangers of drug use.
2. Specialists and/or counselors should handle instruction.
3. Special aids such as films, speakers and written materials should be made available to teachers.
4. Provision of more recreational facilities open to students after school hours.
5. Development of community-student action-discussion groups in off campus facilities.

Teachers disagreed in their perception of the value of instruction on drugs. Some said students would view it as "propaganda," others said the differing values of students and teachers would present formidable obstacles for teaching in this sensitive area, and others said it is needed and wanted by students. Teachers also commented on the causes of drug use as they perceived them. Their comments covered these causes:

1. breakdown of home life
2. desire for "kicks"
3. desire to be part of an "in-group"
4. tendency to follow the crowd
5. feelings of futility

In summary it can be said that, for the most part, the written comments showed vital concern among teachers about the drug problem and an interest in searching for deeper understanding into the problems that contribute to drug abuse.

SECTION V

SUMMARY

Instruction on the effects of drugs is a required feature of the ninth grade curriculum in Montgomery County Public Schools, and it is a subject of discussion in many courses and in school-wide programs involving guest speakers, films and panel discussions in senior as well as junior high schools. Toward the close of the 1968-69 school year a small-scale survey of teachers was conducted to determine how the prescribed 9th grade unit of instruction was handled. There were 27 schools with Grade 9 classes in the system during the 1968-69 school year.

All but one of the 27 schools conducted instruction on drugs as part of their 9th grade program of health education. The remaining school treated the instruction as a science department project. Twenty-three of the schools used the prescribed unit and four schools developed their own units. Teachers reported using a wide variety of instructional materials, indicating that a multi-media approach was used by most respondents.

Lectures, seminar and panel discussions and movies were, as stated, the most frequently used media of instruction. Exhibits, dramas, assemblies and reports were also used.

Science, social studies, English, economics, and home economics teachers as well as physical education teachers were reported as teaching about drugs in the junior and senior high schools.

The data from the survey reported in the main body of this report are congruent with the findings of the earlier survey just described. Teachers feel not only that the school should play a significant role in teaching about drugs but that the responsibility for instruction extends to the home, public health agencies and other social institutions. They feel that within the schools the responsibility for instruction should be shared by teachers, nurses, psychologists and other staff; that instruction should be conducted in science as well as physical education classes and that it is best to incorporate drug instruction into specific areas rather than diffusing it throughout the curriculum. Teachers generally feel their own knowledge as well as other teachers' knwoledge is inadequate for teaching about effects and legal aspects of drugs, but the teachers presently responsible for the prescribed units feel more confident about their readiness to give the instruction. They feel that experimentation with and use of drugs is increasing, is a problem for society and stems from changing values and breakdown in respect for the law.

Teachers feel that scientific data on effects, legal aspects of use and workshops in counseling users are important information aids to teaching effectively about drugs. They feel more information is needed about issues of confidentiality of student reports and about school policy. They vary in their reactions to the stereotypic pictures of the student drug user.

Basically, the responding teachers evidence a deep concern about the problem and about the students involved. They are committed to a school program of instruction about drugs as a major response to the problem.

APPENDIX A

Responses of Male and Female
Junior and Senior High School
Respondents on the Role of the
School in Dealing with Teenage
Drug Abuse

TABLE 15

MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS' PERCEPTIONS OF TRENDS IN EXPERIMENTATION WITH AND USE OF DRUGS, ALCOHOL AND CIGARETTES BY TEENAGERS

(Respondents Classified by Sex and School Level)

Type of Respondent:	Per Cent of Respondents Estimating Indicated Trends in Experimentation with and Use of Named Product											
	Male				Female				Total			
	Increasing	About the Same	Decreasing	Not Sure	Increasing	About the Same	Decreasing	Not Sure	Increasing	About the Same	Decreasing	Not Sure
Products:						JR. HIGH						
Marijuana	77	5	1	17	60	9	0	31	69	7	1	23
Amphetamines	50	13	3	34	29	16	2	53	40	14	3	43
LSD	33	14	17	36	22	18	18	42	28	16	17	39
Barbiturates	39	19	6	36	22	16	4	58	31	18	5	46
Glue	8	17	36	39	4	18	33	45	6	18	34	42
Heroin	19	14	14	53	11	24	2	63	15	19	8	58
Alcohol	39	42	5	14	40	38	0	22	40	40	2	18
Cigarettes	36	39	17	8	51	31	7	11	43	35	13	9
						SR. HIGH						
Marijuana	72	10	2	16	79	3	3	15	75	7	3	15
Amphetamines	35	24	1	40	32	8	2	58	34	17	1	48
LSD	23	17	24	36	22	8	25	45	22	13	25	40
Barbiturates	28	25	8	39	25	10	8	57	27	19	8	46
Glue	5	17	32	46	8	3	40	49	6	11	36	47
Heroin	17	24	7	52	10	15	8	67	14	20	8	58
Alcohol	59	31	1	9	45	34	3	18	53	32	2	13
Cigarettes	46	37	12	5	53	25	15	7	49	32	13	6

TABLE 16

MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS' ESTIMATES OF WHETHER EXPERIMENTATION WITH AND USE OF DRUGS, ALCOHOL AND CIGARETTES BY STUDENTS ARE MAJOR PROBLEMS

(Respondents Classified by Sex and School Level)

Type of Respondent:	Per Cent of Respondents Selecting Indicated Option for Named Product											
	Male				Female				Total			
	Yes	Not Yet	No	Not Sure	Yes	Not Yet	No	Not Sure	Yes	Not Yet	No	Not Sure
Products:												
							JR. HIGH					
Marijuana	50	19	11	20	54	13	4	29	52	16	8	24
Amphetamines	53	17	6	24	27	17	9	47	41	17	8	34
LSD	38	28	12	22	16	27	13	44	28	28	12	32
Barbiturates	38	20	9	33	22	11	9	58	30	16	9	45
Glue	28	20	24	28	16	2	29	53	23	12	26	39
Heroin	23	20	30	27	9	18	29	44	17	19	29	35
Alcohol	34	27	23	16	38	27	22	13	36	27	23	14
Cigarettes	52	16	23	9	69	9	13	9	60	13	18	9
							SR. HIGH					
Marijuana	60	13	13	14	59	10	13	18	59	12	13	16
Amphetamines	30	36	9	25	37	15	8	40	33	27	8	32
LSD	28	28	19	25	30	20	18	32	29	24	19	28
Barbiturates	24	31	11	34	32	18	13	37	27	26	12	35
Glue	17	20	33	30	17	8	33	42	17	15	33	35
Heroin	17	36	31	16	18	20	35	27	18	29	33	20
Alcohol	43	32	15	10	40	15	27	18	42	25	20	13
Cigarettes	75	9	10	6	55	12	27	6	66	11	17	6

TABLE 17

MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS' PERCEPTIONS REGARDING THE IMPACT ON DRUG ABUSE OF SELECTED SOCIETAL FACTORS

(Respondents Classified by Sex and School Level)

	Per Cent of Respondents Ascribing Indicated Option for Named Factor											
Type of Respondent:	Male				Female				Total			
	Major	Minor	None	Undecided	Major	Minor	None	Undecided	Major	Minor	None	Undecided
Factors:						JR. HIGH						
Changing Values on the Part of Students	86	11	0	3	82	13	0	5	84	12	0	4
Changing Adult Values	48	31	10	11	57	27	9	7	52	30	9	9
Insufficient Impact of Schools in Instructing about Effects of Drugs	34	44	19	3	13	40	18	29	24	42	19	15
Breakdown in Respect for the Law	48	34	16	2	60	29	2	9	54	32	9	5
						SR. HIGH						
Changing Values on the Part of Students	94	5	0	1	87	8	2	3	91	6	1	2
Changing Adult Values	48	34	16	2	45	38	10	7	47	36	13	4
Insufficient Impact of Schools in Instructing about Effects of Drugs	23	58	13	6	35	43	17	5	28	52	15	5
Breakdown in Respect for the Law	54	34	10	2	58	25	7	10	56	30	8	6

TABLE 18

MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS' PERCEPTS OF LOCUS OF RESPONSIBILITY FOR INSTRUCTING TEENAGERS ABOUT DRUGS, ALCOHOL AND CIGARETTES

(Respondents Classified by Sex and Grade Level)

Type of Respondent:	Per Cent of Respondents Ascribing Indicated Level of Responsibility of Named Institutions											
	Male				Female				Total			
	Major	Minor	None	Undecided	Major	Minor	None	Undecided	Major	Minor	None	Undecided
Type of Institution:												
					JR. HIGH							
Home	89	11	0	0	91	9	0	0	90	10	0	0
Church	25	58	9	8	27	62	2	9	26	60	6	8
School	81	19	0	0	82	14	2	2	81	17	1	1
Public Health Agencies	67	27	5	1	71	24	3	2	69	25	4	2
Legal Authorities (Govt.)	47	31	9	13	44	42	7	7	46	36	8	10
					SR. HIGH							
Home	83	16	0	1	93	5	0	2	88	11	0	1
Church	26	63	6	5	27	57	8	8	27	60	7	6
School	86	14	0	0	80	18	2	0	83	16	1	0
Public Health Agencies	70	29	0	1	77	23	0	0	73	26	0	1
Legal Authorities (Govt.)	46	42	7	5	50	35	2	13	48	39	5	8

TABLE 19

MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS' FEELINGS ABOUT ADVISING STUDENTS AND THEIR PARENTS REGARDING THE EFFECTS OF AND PENALTIES FOR DRUG USE
(Respondents Classified by Sex and Grade Level)

Type of Respondent:	Per Cent of Respondents Selecting Indicated Option Regarding Policy Named											
	Male				Female				Total			
	Strongly in Favor	Favor When Known Violation Exists	Strongly Against	Undecided	Strongly in Favor	Favor When Known Violation Exists	Strongly Against	Undecided	Strongly in Favor	Favor When Known Violation Exists	Strongly Against	Undecided
Policy:												
					JR. HIGH							
Advising Students about Effects of Drugs	86	11	2	1	94	4	0	2	90	7	1	2
Advising Students about Penalties for Illegal Use	73	17	2	8	80	20	0	0	76	19	1	4
Advising Parents about Effects of Drugs	84	13	0	3	91	5	0	4	88	9	0	3
					SR. HIGH							
Advising Students about Effects of Drugs	93	5	1	1	90	8	0	2	92	6	1	1
Advising Students about Penalties for Illegal Use	79	17	0	4	78	18	0	4	79	18	0	3
Advising Parents about Effects of Drugs	76	18	2	4	87	10	2	1	80	15	2	3

TABLE 20

MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS' PERCEPTS OF WITHIN-STAFF RESPONSIBILITY FOR TEACHING TEENAGERS ABOUT DRUGS, ALCOHOL AND CIGARETTES

(Respondents Classified by Sex and Grade Level)

Type of Respondent:	Per Cent of Respondents Ascribing Indicated Level of Responsibility to Type of Personnel Named											
	Male				Female				Total			
	Major	Minor	None	Undecided	Major	Minor	None	Undecided	Major	Minor	None	Undecided
Types of Professional Personnel:						JR. HIGH						
Administrators	20	52	25	3	22	60	11	7	21	56	18	5
Teachers	70	23	5	2	62	29	4	5	66	26	4	4
Counselors	77	19	3	1	69	29	0	2	73	23	2	2
School Nurses	61	30	1	8	74	18	4	4	67	24	3	6
Psychologists	55	33	4	8	47	33	7	13	51	33	6	10
Librarians	2	44	45	9	6	47	42	5	3	45	44	8
Consultants from Outside School	52	45	1	2	58	38	2	2	54	42	2	2
Student Teachers	6	38	47	9	5	44	42	9	6	40	45	9
Teachers' Aides	0	20	69	11	4	18	64	14	2	19	66	13
						SR. HIGH						
Administrators	28	57	12	3	33	42	17	8	30	50	14	6
Teachers	75	19	2	4	52	37	6	5	65	27	4	4
Counselors	60	32	7	1	72	22	5	1	65	27	6	2
School Nurses	55	36	4	5	77	20	2	1	64	29	3	4
Psychologists	53	37	3	7	73	22	0	5	62	31	1	6
Librarians	8	53	36	3	5	37	48	10	7	46	41	6
Consultants from Outside School	63	30	2	5	63	30	0	7	63	30	1	6
Student Teachers	7	36	51	6	7	30	47	16	7	34	49	10
Teachers' Aides	1	25	69	5	3	12	67	18	2	20	68	10

TABLE 21

FEELINGS OF MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS REGARDING THE NEED FOR TEACHING IN SPECIFIC CURRICULUM AREAS ABOUT THE EFFECTS AND LEGAL ASPECTS OF DRUG ABUSE

(Respondents Classified by Sex and School Level)

Type of Respondent:	Per Cent of Respondents Selecting Indicated Option in Curriculum Area Named											
	Male				Female				Total			
	Very Important	Important	Undecided	Extraneous to Course	Very Important	Important	Undecided	Extraneous to Course	Very Important	Important	Undecided	Extraneous to Course
Curriculum Areas:												
					JR. HIGH							
Science	66	25	8	1	76	18	6	0	71	22	6	1
Math	2	5	9	84	2	13	18	67	2	8	13	77
Social Studies	53	28	16	3	38	44	14	4	46	35	15	4
Language Arts	5	25	14	56	9	20	24	47	7	23	18	52
Physical Education	66	26	8	0	67	29	4	0	66	28	6	0
Industrial Arts	3	9	88	0	5	9	15	71	2	6	12	80
Home Economics	6	31	28	35	24	34	18	24	14	33	24	29
Fine Arts	3	5	19	73	0	9	22	69	2	7	20	71
Music	2	3	17	78	2	9	16	73	2	6	17	75
Foreign Languages	0	3	9	88	0	5	11	84	0	4	10	86
					SR. HIGH							
Science	51	34	8	7	58	32	7	3	54	33	8	5
Math	2	10	12	76	3	2	10	85	3	6	11	80
Social Studies	52	32	11	5	40	35	13	12	47	33	12	8
Language Arts	7	22	19	52	13	13	24	50	10	18	21	51
Physical Education	63	29	2	6	65	33	2	0	64	31	2	3
Industrial Arts	4	16	14	66	8	3	20	69	6	10	17	67
Home Economics	22	41	12	25	27	33	23	17	24	38	17	21
Fine Arts	4	18	14	64	13	4	13	70	8	12	14	66
Music	5	9	16	70	8	4	8	80	6	7	13	74
Foreign Languages	4	5	14	77	7	5	3	85	5	5	10	80

TABLE 22

IMPRESSIONS OF MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS ABOUT LEVEL OF MOST TEACHERS' KNOWLEDGE ABOUT ISSUES OF DRUG ABUSE

(Respondents Classified by Sex and School Level)

Type of Respondent:	Per Cent of Respondents Selecting Indicated Option on Teachers' Knowledge About Named Issues											
	Male				Female				Total			
	Very Well Informed	Well Informed	Not Well Informed	I Am Not Sure	Very Well Informed	Well Informed	Not Well Informed	I Am Not Sure	Very Well Informed	Well Informed	Not Well Informed	I Am Not Sure
Issues:												
						JR. HIGH						
Effects of Drug Abuse	3	27	67	3	5	31	53	11	4	29	60	7
Legal Aspects of Drug Abuse	3	36	61	0	4	25	58	13	3	31	60	6
Causes of Drug Abuse	3	22	70	5	4	14	69	13	3	19	70	8
Extent of Drug Abuse	0	16	75	9	4	11	69	16	2	13	72	13
						SR. HIGH						
Effects of Drug Abuse	7	36	52	5	2	28	60	10	5	33	55	7
Legal Aspects of Drug Abuse	4	31	58	7	3	27	63	7	4	29	60	7
Causes of Drug Abuse	3	22	64	11	3	10	78	9	3	17	70	10
Extent of Drug Abuse	3	13	76	8	1	12	75	12	2	13	75	10

TABLE 23

MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS' ESTIMATES OF THEIR OWN KNOWLEDGE
ABOUT EFFECTS OF DRUGS, ALCOHOL AND CIGARETTES
(Respondents Classified by Sex and School Level)

Type of Respondent:	Per Cent of Respondents Selecting Indicated Option to Describe Their Own Knowledge About Named Product								
	Male			Female			Total		
	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate
Products:					JR. HIGH				
Marijuana	23	27	50	16	22	62	20	24	56
Amphetamines	16	14	70	7	16	77	12	15	73
LSD	16	23	61	13	20	67	14	22	64
Barbiturates	16	22	62	4	18	78	10	20	70
Glue	15	19	66	2	20	78	9	19	72
Heroin	16	17	67	13	13	74	14	15	71
Alcohol	45	31	24	22	49	29	34	40	26
Cigarettes	50	28	22	24	54	22	38	40	22
					SR. HIGH				
Marijuana	23	34	43	13	28	59	19	31	50
Amphetamines	5	25	70	10	15	75	7	21	72
LSD	7	35	58	13	25	62	10	31	59
Barbiturates	6	33	61	12	13	75	8	25	67
Glue	7	29	64	6	22	72	7	26	67
Heroin	12	22	66	10	15	75	11	19	70
Alcohol	43	39	18	25	40	35	36	39	25
Cigarettes	44	40	16	31	42	27	39	41	20

TABLE 24

MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS' ESTIMATES OF THEIR OWN KNOWLEDGE
ABOUT THE LEGAL ASPECTS OF USING DRUGS, ALCOHOL AND CIGARETTES
(Respondents Classified by Sex and School Level)

Type of Respondent :	Per Cent of Respondents Selecting Indicated Option to Describe Their Own Knowledge About Named Product								
	Male			Female			Total		
	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate
					JR. HIGH				
Products:									
Marijuana	16	39	45	14	24	62	15	32	53
Amphetamines	8	23	69	9	11	80	8	18	74
LSD	11	28	61	9	20	71	10	24	66
Barbiturates	6	25	69	7	15	78	7	20	73
Glue	6	19	75	5	11	84	6	15	79
Heroin	18	28	54	17	11	72	18	20	62
Alcohol	34	41	25	24	33	43	29	38	33
Cigarettes	34	45	21	26	35	39	30	40	30
					SR. HIGH				
Marijuana	14	34	52	13	35	52	14	34	52
Amphetamines	6	22	72	7	8	85	6	16	78
LSD	7	27	66	8	23	69	8	25	67
Barbiturates	7	23	70	7	15	78	7	20	73
Glue	4	20	76	5	10	85	4	16	80
Heroin	13	28	59	9	27	64	11	28	61
Alcohol	35	40	25	22	41	37	30	40	30
Cigarettes	38	37	25	29	39	32	34	38	28

TABLE 25

MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS' EVALUATIONS OF THE EFFECTIVENESS OF FOUR DIFFERENT CURRICULUM PROVISIONS FOR TEACHING ABOUT DRUG ABUSE

(Respondents Classified by Sex and School Level)

Type of Respondent:	Per Cent of Respondents Evaluating Each Curriculum Provision as Indicated								
	Male			Female			Total		
	Very Effective	Effective	Ineffective	Very Effective	Effective	Ineffective	Very Effective	Effective	Ineffective
Methods of Handling Instruction:					JR. HIGH				
Informal Discussion in any Class	34	49	17	27	49	24	31	49	20
In the Total School Curriculum as a General Goal	17	47	36	24	51	25	20	49	31
In Specific Subject Areas, such as Health, Hygiene, or Physical Education	50	47	3	56	44	0	53	45	2
In Separate Courses on Drugs	55	31	14	47	46	7	51	38	11
					SR. HIGH				
Informal Discussion in any Class	31	51	18	35	43	22	33	48	19
In the Total School Curriculum as a General Goal	20	46	34	10	43	47	16	45	39
In Specific Subject Areas, such as Health, Hygiene, or Physical Education	55	40	5	57	38	5	56	39	5
In Separate Courses on Drugs	40	38	22	40	43	17	40	41	19

TABLE 26

MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS' EVALUATIONS OF FACTORS CONTRIBUTING TO EFFECTIVE TEACHING ABOUT DRUG ABUSE
(Respondents Classified by Sex and School Level)

Type of Respondent:	Per Cent of Respondents Selecting Rating Indicated Male				Female				Total			
	Very Important	Important	Un-important	Not Sure	Very Important	Important	Un-important	Not Sure	Very Important	Important	Un-important	Not Sure
Factors:						JR. HIGH						
Scientific Data on Effects of Use of Each Drug	68	25	4	3	80	18	0	2	73	22	2	3
Full Knowledge of the Legal Aspects of Drug Abuse	59	31	9	1	65	33	0	2	61	32	5	2
Workshops on Counseling Students Who Use Drugs	54	28	12	6	54	31	6	9	54	29	9	8
Workshops on Teaching Controversial Subjects	35	43	14	8	44	37	13	6	40	40	13	7
Pre-Developed Courses on Drug Abuse for Teenagers	40	35	8	17	30	52	9	9	35	43	8	14
Reports and Digests on Drug Abuse	34	48	9	9	26	63	4	7	30	55	7	8
Outside Speakers	59	32	3	6	56	35	5	4	57	34	4	5
Films	63	29	6	2	61	35	4	0	62	32	5	1
						SR. HIGH						
Scientific Data on Effects of Use of Each Drug	76	22	0	2	83	17	0	0	79	20	0	1
Full Knowledge of the Legal Aspects of Drug Abuse	54	40	2	4	68	24	3	5	60	33	3	4
Workshops on Counseling Students Who Use Drugs	52	37	2	9	59	22	7	12	55	31	4	10
Workshops on Teaching Controversial Subjects	34	38	16	12	30	46	12	12	33	41	14	12
Pre-Developed Courses on Drug Abuse for Teenagers	35	39	14	12	30	53	10	7	33	45	12	10
Reports and Digests on Drug Abuse	44	43	6	7	34	52	7	7	40	47	6	7
Outside Speakers	54	39	5	2	49	41	2	8	52	40	3	5
Films	50	41	4	5	51	37	5	7	50	40	4	6

TABLE 27

MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS' PERCEPTIONS OF THEIR NEEDS FOR INFORMATION ON ISSUES OF LAW, CONFIDENTIALITY AND POLICY RELEVANT TO TEACHING ABOUT DRUGS

(Respondents Classified by Sex and School Level)

Type of Respondent :	Per Cent of Respondents Indicating Degree of Need Specified											
	Male				Female				Total			
	Strong Need	Some Need	No Need	Not Sure	Strong Need	Some Need	No Need	Not Sure	Strong Need	Some Need	No Need	Not Sure
Considerations:						JR. HIGH						
Legal Constraints on Teaching About Drugs	55	31	11	3	48	32	7	13	52	31	9	8
Public Policy of Your School System Regarding Teaching about Drugs	57	31	8	4	44	41	11	4	51	36	9	4
Community Sentiment Regarding Teaching about Drugs	43	40	12	5	39	43	9	9	41	41	11	7
Phasing of Teaching about Drugs from Grade to Grade	43	35	5	17	35	39	6	20	40	37	5	18
Legal Protection from Being Misquoted Regarding Drugs	45	38	8	9	44	30	17	9	44	35	12	9
Confidentiality (Inviolability of Confidences from Students)	46	39	9	6	44	28	6	22	45	34	8	13
						SR. HIGH						
Legal Constraints on Teaching about Drugs	50	34	6	10	66	27	3	4	57	31	5	7
Public Policy of Your School System Regarding Teaching about Drugs	60	33	2	5	54	36	7	3	58	34	4	4
Community Sentiment Regarding Teaching about Drugs	51	31	11	7	42	36	15	7	47	33	13	7
Phasing of Teaching about Drugs from Grade to Grade	37	42	8	13	41	29	12	18	38	36	10	16
Legal Protection from Being Misquoted Regarding Drugs	50	29	11	10	49	30	7	14	50	30	9	11
Confidentiality (Inviolability of Confidences from Students)	61	24	5	10	70	15	5	10	64	21	5	10

TABLE 28

FEELINGS OF MALE AND FEMALE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS ABOUT SOME COMMONLY HELD OPINIONS REGARDING TEENAGE DRUG USERS
(Respondents Classified by Sex and Grade Level)

Type of Respondent:	Per Cent of Respondents Selecting Indicated Option Male			Female			Total		
	Agree	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree	Disagree	Don't Know
Statements Regarding Drugs and Drug Users:					JR. HIGH				
Non-conforming students are more likely to use drugs.	51	37	12	43	43	14	47	40	13
Students with good grades are less likely to use drugs.	23	65	12	30	57	13	26	61	13
Students who use drugs are more politically active.	23	42	35	11	52	37	18	46	36
Most students who use drugs are looking for "kicks."	74	14	12	74	13	13	74	13	13
Most students who use drugs are rebelling against authority.	56	32	12	61	17	22	58	25	17
Most students who use drugs are not aware of the dangers.	55	31	14	50	37	13	53	34	13
Students who use drugs feel that they are part of a special "in-group."	72	12	16	82	9	9	76	11	13
Students who use drugs are endangering their future.	86	3	11	93	0	7	89	2	9
					SR. HIGH				
Non-conforming students are more likely to use drugs.	56	31	13	46	34	20	52	32	16
Students with good grades are less likely to use drugs.	40	50	10	19	52	29	31	51	18
Students who use drugs are more politically active.	17	57	26	24	41	35	20	50	30
Most students who use drugs are looking for "kicks."	74	15	11	71	14	15	73	14	13
Most students who use drugs are rebelling against authority.	45	37	18	47	24	29	46	31	23
Most students who use drugs are not aware of the dangers.	54	36	10	41	37	22	48	37	15
Students who use drugs feel that they are part of a special "in-group."	78	10	12	73	8	19	76	9	15
Students who use drugs are endangering their future.	88	8	4	80	2	18	84	6	10

APPENDIX B

Responses of Teachers of Different Subject Areas on the Role of the School in Dealing with Teenage Drug Abuse

TABLE 29

TEACHERS IN DIFFERENT SUBJECT AREAS PERCEPTS OF WITHIN-STAFF RESPONSIBILITY FOR TEACHING TEENAGERS ABOUT DRUGS, ALCOHOL AND CIGARETTES

(Respondents Classified by Subject Area Taught)

Per Cent of Respondents Ascribing Indicated Level of Responsibility to Type of Personnel Named

SUBJECT AREA TAUGHT:	ADMINISTRATORS				TEACHERS				COUNSELORS				SCHOOL NURSES			
	Major	Minor	None	Undecided	Major	Minor	None	Undecided	Major	Minor	None	Undecided	Major	Minor	None	Undecided
Science and Math	23	55	16	6	68	29	1	2	66	27	7	0	60	35	3	2
Business Education	25	50	6	19	69	19	0	12	63	25	6	6	69	19	6	6
So. Sc. and Lang. Arts	28	54	15	3	65	26	8	1	74	21	4	1	71	25	2	2
Special Education	29	57	0	14	57	43	0	0	86	14	0	0	100	0	0	0
Physical Education	12	61	23	4	96	4	0	0	46	50	4	0	50	50	0	0
Industrial and Home Arts	38	48	9	5	43	43	5	9	76	14	5	5	67	14	0	19
Driver Education	25	50	17	8	75	25	0	0	50	42	8	0	42	50	8	0
Fine Arts	12	50	25	13	87	0	13	0	88	12	0	0	75	0	12	13
Music	12	25	50	13	50	37	0	13	50	37	0	13	50	12	0	38
Foreign Language	47	41	12	0	35	41	6	18	82	18	0	0	94	6	0	0

SUBJECT AREA TAUGHT:	PSYCHOLOGISTS				LIBRARIANS				CONSULTANTS FROM OUTSIDE SCHOOL				STUDENT TEACHERS			
	Major	Minor	None	Undecided	Major	Minor	None	Undecided	Major	Minor	None	Undecided	Major	Minor	None	Undecided
Science and Math	61	35	2	2	6	40	47	7	53	42	2	3	8	42	48	2
Business Education	44	31	6	19	6	50	25	19	94	6	0	0	6	25	44	25
So. Sc. and Lang. Arts	68	23	1	8	8	48	39	5	66	31	1	2	5	34	48	13
Special Education	43	29	0	28	0	57	29	14	29	71	0	0	0	43	43	14
Physical Education	27	61	8	4	0	61	35	4	50	50	0	0	12	42	31	15
Industrial and Home Arts	52	24	5	19	5	47	43	5	43	43	4	10	5	48	38	9
Driver Education	42	50	8	0	9	33	58	0	42	42	8	8	8	25	66	0
Fine Arts	75	25	0	0	0	38	50	12	62	25	0	13	12	63	25	0
Music	13	50	12	25	0	63	25	12	75	25	0	0	12	13	75	0
Foreign Language	70	18	6	6	6	18	70	6	65	29	0	6	0	23	65	12

TEACHERS IN DIFFERENT AREAS PERCEPTS OF WITHIN-STAFF RESPONSIBILITY FOR TEACHING TEENAGERS ABOUT DRUGS, ALCOHOL AND CIGARETTES - TABLE 29 CONT.

SUBJECT AREA TAUGHT:	TEACHER AIDES			
	MAJOR	MINOR	NONE	UNDECIDED
SCIENCE AND MATH	2	27	65	6
BUSINESS EDUCATION	0	12	56	31
SO. SC. AND LANG. ARTS	2	14	72	12
SPECIAL EDUCATION	0	14	57	29
PHYSICAL EDUCATION	4	23	61	12
INDUSTRIAL AND HOME ARTS	0	19	76	5
DRIVER EDUCATION	8	25	58	9
FINE ARTS	0	37	38	25
MUSIC	0	12	88	0
FOREIGN LANGUAGE	0	12	76	12

TABLE 30

FEELINGS OF TEACHERS IN DIFFERENT SUBJECT AREAS REGARDING THE NEED FOR TEACHING IN SPECIFIC CURRICULUM AREAS ABOUT THE EFFECTS AND LEGAL ASPECTS OF DRUG ABUSE

(Respondents Classified by Subject Areas Taught)

Per Cent of Respondents Selecting Indicated Option in Curriculum Area Named

SUBJECT AREA TAUGHT:	SCIENCES				MATHEMATICS				SOCIAL STUDIES				LANGUAGE ARTS			
	Very Important	Important	Undecided	Consider Extraneous to Course	Very Important	Important	Undecided	Consider Extraneous to Course	Very Important	Important	Undecided	Consider Extraneous to Course	Very Important	Important	Undecided	Consider Extraneous to Course
Science and Math	61	27	7	5	2	8	5	85	47	39	8	6	6	18	0	76
Business Education	44	25	19	12	0	6	6	88	37	50	0	13	0	12	19	69
So. Sc. and Lang. Arts	62	30	6	2	3	6	17	74	49	33	14	4	18	23	20	39
Special Education	57	43	0	0	0	0	43	57	43	57	0	0	0	29	14	57
Physical Education	58	34	0	0	4	4	8	84	38	27	31	4	8	8	15	69
Industrial and Home Arts	76	24	0	0	5	19	5	71	54	33	9	4	5	33	5	57
Driver Education	42	25	17	16	0	17	25	58	33	25	33	9	8	17	33	42
Fine Arts	88	0	12	0	0	0	0	100	62	25	0	13	0	25	12	63
Music	50	50	0	0	0	0	12	88	62	13	25	0	0	25	50	25
Foreign Language	71	18	11	0	0	6	18	76	41	35	12	12	0	18	18	65

SUBJECT AREA TAUGHT:	PHYSICAL EDUCATION				INDUSTRIAL ARTS				HOME ECONOMICS				FINE ARTS			
	Very Important	Important	Undecided	Consider Extraneous to Course	Very Important	Important	Undecided	Consider Extraneous to Course	Very Important	Important	Undecided	Consider Extraneous to Course	Very Important	Important	Undecided	Consider Extraneous to Course
Science and Math	61	31	5	3	2	0	11	87	15	29	16	40	3	3	15	79
Business Education	56	44	0	0	7	7	19	67	19	50	25	6	0	6	25	69
So. Sc. and Lang. Arts	72	21	5	2	8	8	13	71	20	36	20	24	8	11	14	67
Special Education	86	14	0	0	0	14	29	57	43	0	29	28	0	0	43	57
Physical Education	61	39	0	0	4	15	4	77	19	58	12	11	8	15	12	65
Industrial and Home Arts	62	38	0	0	5	24	24	47	24	24	19	33	5	24	19	52
Driver Education	58	42	0	0	0	25	33	42	33	25	25	17	8	17	25	50
Fine Arts	62	25	13	0	0	0	12	88	12	25	25	38	0	12	38	50
Music	50	25	12	13	0	0	12	88	12	50	25	13	0	12	13	75
Foreign Language	65	29	6	0	0	6	18	76	18	35	29	18	0	0	12	88

FEELINGS OF TEACHERS IN DIFFERENT SUBJECT AREAS REGARDING THE NEED FOR TEACHING IN SPECIFIC CURRICULUM AREAS ABOUT THE EFFECTS AND LEGAL ASPECTS OF DRUG ABUSE (Respondents Classified by Subject Area Taught) - Continued - TABLE 30

SUBJECT AREA TAUGHT:	MUSIC			
	Very Important	Important	Undecided	Consider Extraneous to Course
Science and Math	3	2	10	85
Business Education	0	6	19	75
So. Sc. and Lang. Arts	7	8	13	72
Special Education	0	0	29	71
Physical Education	8	4	23	65
Industrial and Home Arts	0	19	14	67
Driver Education	8	9	33	50
Fine Arts	0	12	13	75
Music	0	12	13	75
Foreign Language	0	0	6	94

	FOREIGN LANGUAGE			
	Very Important	Important	Undecided	Consider Extraneous to Course
Science and Math	2	0	3	95
Business Education	6	0	13	81
So. Sc. and Lang. Arts	3	8	11	78
Special Education	0	0	29	71
Physical Education	4	4	8	84
Industrial and Home Arts	0	14	24	62
Drive Education	8	9	25	58
Fine Arts	0	0	0	100
Music	0	0	87	13
Foreign Language	0	0	0	100

TABLE 31

TEACHERS IN DIFFERENT SUBJECT AREAS ESTIMATES OF THEIR OWN KNOWLEDGE
ABOUT EFFECTS OF DRUGS, ALCOHOL AND CIGARETTES
(Respondents Classified by Subject Areas Taught)

Per Cent of Respondents Selecting Indicated Option to Describe Their Own Knowledge About Named Product

SUBJECT AREA TAUGHT:	MARIJUANA			AMPHETAMINES			LSD			BARBITURATES		
	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate
Science and Math	16	32	52	11	19	70	11	31	58	8	24	68
Business Education	0	31	69	0	13	87	0	25	75	0	13	87
So. Sc. and Lang. Arts	24	21	55	9	12	79	10	22	68	9	14	77
Special Education	0	14	86	0	0	100	0	14	86	0	14	86
Physical Education	42	46	12	23	46	31	39	38	23	23	46	31
Industrial and Home Arts	14	29	57	5	24	71	14	24	62	9	24	67
Driver Education	17	16	67	8	25	67	8	17	75	9	33	58
Fine Arts	0	50	50	0	13	87	0	50	50	0	25	75
Music	25	25	50	0	0	100	0	38	62	0	25	75
Foreign Language	12	29	59	6	12	82	12	18	70	12	18	70

	GLUE			HEROIN			ALCOHOL			CIGARETTES		
	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate
Science and Math	8	26	66	11	26	63	42	32	26	45	32	23
Business Education	0	19	81	0	6	94	13	50	37	19	37	44
So. Sc. and Lang. Arts	6	15	79	12	11	77	29	40	31	32	47	21
Special Education	0	14	86	0	14	86	0	71	29	0	86	14
Physical Education	12	42	46	31	31	38	58	38	4	61	35	4
Industrial and Home Arts	14	29	57	9	24	67	43	33	24	43	33	24
Driver Education	17	17	66	8	17	75	33	50	17	42	33	25
Fine Arts	13	37	50	0	0	100	25	75	0	38	62	0
Music	0	25	75	25	0	75	50	25	25	50	25	25
Foreign Language	12	12	76	12	23	65	24	35	41	29	47	24

TABLE 32

TEACHERS IN DIFFERENT SUBJECT AREAS ESTIMATES OF THEIR OWN KNOWLEDGE ABOUT THE LEGAL ASPECTS OF USING DRUGS, ALCOHOL AND CIGARETTES

(Respondents Classified by Subject Areas Taught)

	Per Cent of Respondents Selecting Indicated Option to Describe Their Own Knowledge About Named Product											
Subject Area Taught:	Marijuana			Amphetamines			LSD			Barbiturates		
	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate
Science and Math	10	43	47	3	24	73	5	35	60	3	26	71
Business Education	0	31	69	0	6	94	0	12	88	0	0	100
So. Sc. and Lang. Arts	24	23	53	11	9	80	13	15	72	11	14	75
Special Education	29	14	57	29	0	71	29	0	71	14	14	72
Physical Education	19	46	35	12	38	50	12	50	38	8	50	42
Industrial and Home Arts	0	33	67	0	19	81	0	24	76	5	9	86
Driver Education	17	8	75	8	8	84	8	17	75	8	8	84
Fine Arts	0	63	37	0	0	100	0	37	63	0	12	88
Music	0	50	50	0	25	75	12	25	63	0	25	75
Foreign Language	12	35	53	6	18	76	6	23	71	6	23	71
	Glue			Heroin			Alcohol			Cigarettes		
	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate	Very Good	Adequate	Inadequate
Science and Math	0	19	81	5	34	61	26	48	26	31	43	26
Business Education	0	0	100	0	33	67	0	60	40	0	47	53
So. Sc. and Lang. Arts	10	9	81	21	17	62	33	29	38	36	33	31
Special Education	14	0	86	29	0	71	14	57	29	29	43	28
Physical Education	8	38	54	15	46	39	42	42	16	50	39	11
Industrial and Home Arts	0	14	86	14	14	72	29	33	38	34	33	33
Driver Education	8	17	75	8	17	75	50	42	8	42	42	16
Fine Arts	0	13	87	0	25	75	13	62	25	13	62	25
Music	0	25	75	25	25	50	38	12	50	25	38	37
Foreign Language	6	12	82	18	17	65	24	41	35	24	41	35

TABLE 33

TEACHERS IN DIFFERENT SUBJECT AREAS EVALUATIONS OF THE EFFECTIVENESS OF FOUR DIFFERENT CURRICULUM PROVISIONS FOR TEACHING ABOUT DRUG ABUSE
(Respondents Classified by Subject Areas Taught)

Subject Area Taught:	Per Cent of Respondents Evaluating Each Curriculum Provision as Indicated											
	Informal Discussion in Any Class			In Total School Curriculum as a General Goal			In Specific Subject Areas, Such as Hygiene, or Physical Education			In Separate Courses on Drugs		
	Very Effective	Effective	Ineffective	Very Effective	Effective	Ineffective	Very Effective	Effective	Ineffective	Very Effective	Effective	Ineffective
Science and Math	32	42	26	18	43	39	53	45	2	47	37	16
Business Education	25	44	31	19	44	37	56	44	0	31	56	13
So. Sc. and Lang. Arts	33	47	20	13	47	40	53	42	5	43	39	18
Special Education	14	72	14	14	72	14	86	14	0	57	43	0
Physical Education	34	58	8	19	54	27	50	42	8	50	39	11
Industrial and Home Arts	38	48	14	19	43	38	62	38	0	43	38	19
Driver Education	33	42	25	25	50	25	58	42	0	59	33	8
Fine Arts	0	88	12	50	38	12	38	50	12	63	37	0
Music	25	63	12	12	38	50	38	50	12	38	25	37
Foreign Language	47	35	18	24	41	35	71	29	0	41	41	18

TABLE 34

TEACHERS IN DIFFERENT SUBJECT AREAS EVALUATIONS OF FACTORS CONTRIBUTING TO EFFECTIVE TEACHING ABOUT DRUG ABUSE

(Respondents Classified by Subject Area Taught)

Per Cent of Respondents Selecting Rating Indicated

SUBJECT AREA TAUGHT:	SCIENTIFIC DATA				LEGAL ASPECTS				WORKSHOPS ON COUNSELING				WORKSHOPS - CONTROVERSIAL SUBJECTS			
	Very Important	Important	Un-important	Not Sure	Very Important	Important	Un-important	Not Sure	Very Important	Important	Un-important	Not Sure	Very Important	Important	Un-important	Not Sure
Science and Math	76	19	2	3	61	29	7	3	55	34	3	8	31	44	19	6
Business Education	73	27	0	0	33	47	7	13	40	40	0	20	20	40	20	20
So. Sc. and Lang. Arts	80	19	0	1	63	31	2	4	52	31	7	10	37	38	16	9
Special Education	86	14	0	0	86	14	0	0	57	43	0	0	57	15	14	14
Physical Education	73	23	4	0	50	46	4	0	54	23	15	8	42	42	8	8
Industrial & Home Arts	71	24	0	5	67	28	5	0	76	14	10	0	52	33	10	5
Driver Education	42	50	0	8	42	50	0	8	42	41	0	17	17	58	0	25
Fine Arts	88	12	0	0	75	25	0	0	75	25	0	0	50	50	0	0
Music	50	38	12	0	50	38	12	0	38	25	12	25	25	25	13	37
Foreign Language	94	6	0	0	77	23	0	0	59	23	12	6	35	47	12	6

SUBJECT AREA TAUGHT:	PRE-DEVELOPED COURSES				REPORTS AND DIGESTS				OUTSIDE SPEAKERS				FILMS			
	Very Important	Important	Un-important	Not Sure	Very Important	Important	Un-important	Not Sure	Very Important	Important	Un-important	Not Sure	Very Important	Important	Un-important	Not Sure
Science and Math	35	34	13	18	29	53	10	8	58	34	5	3	52	39	6	3
Business Education	20	60	13	7	27	53	7	13	60	33	0	7	40	53	0	7
So. Sc. and Lang. Arts	31	45	12	12	38	48	3	11	56	32	4	8	56	38	4	2
Special Education	29	57	14	0	29	71	0	0	43	43	14	0	43	57	0	0
Physical Education	35	50	8	7	54	34	8	4	54	38	4	4	77	15	4	4
Industrial & Home Arts	29	48	9	14	29	57	9	5	52	48	0	0	67	33	0	0
Driver Education	34	58	0	8	42	50	0	8	34	50	8	8	42	50	0	8
Fine Arts	63	37	0	0	38	62	0	0	63	37	0	0	63	37	0	0
Music	50	25	13	12	25	63	12	0	88	12	0	0	75	0	0	25
Foreign Language	47	47	6	0	41	41	12	6	35	53	6	6	47	35	18	0